DOCUMENT RESUME

ED 118 821 95 CE 006 358

AUTHOR Divita, Charles, Jr.
TITLE Summative Evaluation of United States Office of Education, Region III, Staff Development Project in Adult Education. Final Report.
INSTITUTION Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE Dec 75
GRANT OEG-0-72-1440
NOTE 251p.; The evaluation instrument, included as Appendix A, will not reproduce well due to small, broken type

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage
DESCRIPTORS *Adult Education; Adult Educators; *Evaluation Criteria; Evaluation Methods; *Program Evaluation; Regional Programs; *Staff Improvement; State Programs; *Summative Evaluation
IDENTIFIERS Adult Education Staff Development Project; OE Region 3

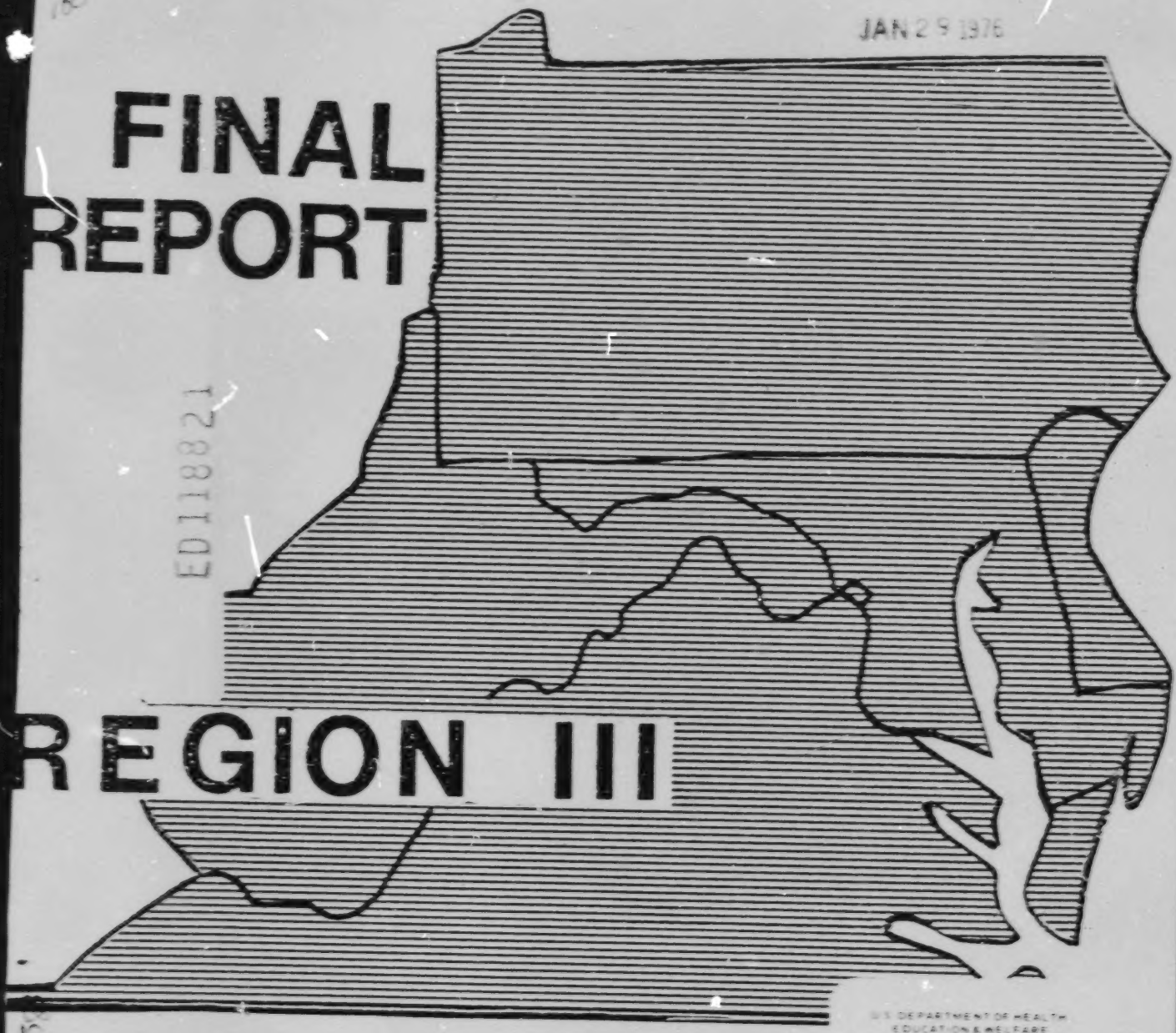
ABSTRACT

A description and analysis of the outcomes of a three year project designed to create a long-term education staff development system throughout Region 3 is presented in the evaluation report. Region-wide evaluation, indicating considerable progress resulting from the project, was based on 63 criteria developed by project participants. State by State case studies tabulate, report, and analyze data derived from external and self-evaluative activities and from on-site visitations conducted by peers from neighboring States in the light of eight regional project objectives for each State. The objectives were to: (1) establish at least one adult education staff development program in an institution of higher learning; (2) increase the number, scope, and quality of training resources; (3) develop a commitment to and methodology for maintenance of a regional staff development program; (4) develop adult education programs, agencies, and organizations and implement staff development coordination regionally and Statewide; (5) develop local educational opportunities; (6) relate to the total adult education community; (7) enhance adult education status within State governments; (8) develop an adult education training model. The evaluation instrument and highlights of the data analysis are appended. (LH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

JAN 2 9 1976

FINAL REPORT



ED118821

REGION III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ADULT EDUCATION STAFF DEVELOPMENT PROJECT

USOE Region III
Adult Education
Staff Development Project

FINAL REPORT

JULY 1972 THROUGH JUNE 1975

The Region III AESD Project was designed to create a system for preparing educators of adults and to assist teachers and administrators in the on-going process of maintaining their professional knowledge and skills.

In 1970 and 1971, the directors of adult education of the six states of HEW Region III (Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia), invited Dr. John H. Buskey, Director of the Conferences and Institutes Division, University of Maryland University College, to coordinate a series of planning discussions for the purpose of developing a comprehensive program for the training of adult education personnel. Virginia Commonwealth University provided funds from monies remaining from a 1971 summer teacher training institute to permit the University of Maryland to undertake a nine-month planning project.

These efforts culminated in the spring of 1972 when the U.S. Office of Education awarded a three-year contract to the University of Maryland to inaugurate the program conceived and articulated during the previous eighteen months.

The conceptual framework for this project was described in the "First Annual Report" (September 1973). Modifications of the organizational patterns and the rationale for the changes made were described in the "Second Annual Report" (September 1974). This final report provides a detailed description and analysis of the outcomes of the three years of project operation.

The accomplishments were substantial. Adult educators in Region III now have a wide variety of learning resources available to them and efficient procedures exist for deliverying these services whenever and wherever they are needed.

Conferences and Institutes Division, University College
University of Maryland, College Park, Maryland 20742
Telephone: (301) 454-5481

°There is a commitment on the part of the state departments of education and institutions of higher learning to provide continuing training opportunities for adult educators;

°There is a commitment on the part of state departments of education to conduct on-going needs surveys for planning all training activities;

°There is the technical capability in state departments of education to conduct and coordinate training activities;

°There is capability in colleges and universities to provide on- and off-campus programs leading to graduate and undergraduate degrees in adult education;

°There is an informal regional system, which includes state and university staff, for sharing information, resources, and programs.

These accomplishments are the fruits of the considerable efforts, talents, knowledge and sensitivity of all who participated in the project, and of the support and encouragement of Paul Delker, John Baird, Jim Parker and Robert Marshall of the Bureau of Adult, Vocational, Technical Education, U.S. Office of Education.

Jessie K. Ulin
Project Director

December 1975

The project reported herein was supported by a grant from the U.S. Office of Education, U.S. Department of Health, Education and Welfare (Grant Number OEG-0-72-1440). The opinions expressed do not reflect the position or policy of the U.S. Office of Education, and no official endorsement should be inferred.

Summative Evaluation Of United States Office of Education, Region III, Staff Development Project In Adult Education

Submitted By

Dr. Charles Divita, Jr.; External Evaluator
Graduate Program in Adult Education
Florida International University

December, 1975

FOREWORD

United States Office of Education, Region III, is a very dynamic and rapidly growing area in terms of leadership and programming in adult education. In such a context, the extent to which progress has been made to develop a cadre of professionals to meet new demands can never be fully credited to any one single event. Such progress is always contingent upon a complex of factors such as new awarenesses, different attitudes, greater resources, etc. However, the data contained in this report strongly suggests that the Regional Project for Staff Development in Adult Education has had a very profound and most likely a lasting impact in each of these areas.

Similarly, a Regional project of the scope and magnitude of this one can never be fully described, analyzed and evaluated. Some shortcomings will always go unreported, some positive outcomes will go unnoticed. Furthermore, such evaluations are inevitably hampered by the "recency" of the event. The ultimate test of the Regional project lies in the future. Only the future can tell us whether the now apparent positive outcomes will continue, and if they continue, whether or not they make a significant difference in the quantity and quality of adult education programs in the Region. This evaluator can only make a prediction of what the future might hold in this regard. The prediction is simply this -- that many, if indeed not most, of the future significant developments of adult education in the Region will be traceable back to efforts and activities stimulated by this project.

As this report will show, the project has already accomplished much. We shall have to wait and see what untold spin-off benefits

are yet to be derived from the investment of time, energy, money and imagination over the last three years in USOE, Region III.

TABLE OF CONTENTS

CHAPTER		PAGE
	Foreword	ii
I.	INTRODUCTION	1
	Regional Project's Purpose and Objectives	1
	Evaluation Design	2
	General Description	
	Self-Study Team Guidelines	
	On-Site Visitation Team Guidelines	
II.	REGION-WIDE EVALUATION	7
	Summary of Progress in Relation to Evaluative Criteria	7
	Summary of Progress in Relation to Stated Project Objective	21
	Summary Table	25
III.	STATE-BY-STATE CASE STUDIES	28
	State of Delaware	31
	External/Self Evaluation	
	Peer Evaluation	
	District of Columbia	60
	External/Self Evaluation	
	Peer Evaluation	
	State of Maryland	89
	External/Self Evaluation	
	Peer Evaluation	
	State of Pennsylvania	121
	External/Self Evaluation	
	Peer Evaluation	
	State of Virginia	153
	External/Self Evaluation	
	Peer Evaluation	
	State of West Virginia	182
	External/Self Evaluation	
	Peer Evaluation	
	Appendix A	212
	Appendix B	225

CHAPTER I

INTRODUCTION

Regional Project Purpose and Objectives

The United States' Office of Education, Region III, Staff Development Project in Adult Education Project completed its final year of operation in June, 1975. The three year long project was regionally administered by the Conferences and Institutes Division, University College, University of Maryland. As a regional project, the following six adult education programs were involved.

1. State of Delaware
2. District of Columbia
3. State of Maryland
4. State of Pennsylvania
5. State of Virginia
6. State of West Virginia

The overall purpose of the regional project was "...to create and sustain a long-term adult education staff development system, through a regional consolidation of effort, thereby improving the quality of the practice of adult education in the Department of Health, Education, and Welfare, Region III." (FY74, Funding Proposal P.1). The foregoing purpose embraced pursuit of the following eight regional project objectives:

1. To establish at least one Adult Education Staff Development Program in an institution of higher education in each state to reflect the geographic, racial, and cultural needs of the Region.

2. To build a Staff Development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.

3. To develop commitment to and methodology for the maintenance of an on-going state plan incorporating a regional concept of staff development, and a continous assessment of needs.

4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.

5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.

6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.

7. To enhance the status of adult education divisions within state department of education, encouraging the direction of state and local funds into adult education staff development.

8. To develop a training model based on the description of roles, functions, and tasks for all aduld education staff.

Evaluation Design

General Description. Both "hard" (objective) and "soft" (subjective/judgmental) data were secured in evaluating the project. Subjective data (individual values, attitudes, standards, perceived norms, etc.) were included as an essential component of this evaluation since the judgements of the individuals in this project were seen as largely determining its direction and degree of success. Although the content of such data was subjective, the manner of collection and reporting of such information was nonetheless objective. The data collection design employed in evaluation of the project was based on three fundamental beliefs, namely, (1) that the most effective evaluation design was one which capitalized on the unique contributions which could be made by both internal and external evaluators; (2) that an evaluation would

be more likely to have an impact on a project if persons internal to the project were involved in its planning and conduct; and (3) that active participation in the evaluation process, both in its design and its conduct, would provide a learning experience for project staff to assist in refining the evaluation skills of adult education leadership in the region. With these beliefs as guides, the following collection design was developed:

1. Data collection and analysis was a function of the external evaluator; six three-person on-site visitation teams; and a self-study conducted by each state.

2. The self-study team was composed on state department staff, the staff development specialist for that state, advisory council members and university representatives.

3. The self-study team conducted its study using the "self-study team guidelines"

4. The composition of each on-site visitation team was as follows:

FOR THE STATE OF:	COMPOSITION OF VISITATION TEAM
Delaware	State Director from Maryland S.D.S. from Virginia H.E.I. from D.C.
District of Columbia	State Director from Delaware S.D.S. from West Virginia H.E.I. from Virginia
Maryland	State Director from D.C. S.D.S. from Pennsylvania H.E.I. from Delaware
Pennsylvania	State Director from Virginia S.D.S. from Maryland H.E.I. from West Virginia
Virginia	State Director from West Virginia S.D.S. from Delaware H.E.I. from Pennsylvania
West Virginia	State Director from Pennsylvania S.D.S. from D.C. H.E.I. from Maryland

5. The on-site visitation team conducted its study using the "on-site visitation team guidelines," as well as standardized interview guides, questionnaires, and attitude scales developed by the external evaluator.

Final data analysis was the responsibility of the external evaluator. Analysis was made on both a state-by-state basis as well as for the region as a whole. Relative levels of success within the region were identified for each state.

A. Purpose of the Self-Study

I. To evaluate the state's progress in terms of region-wide objectives for staff development.

II. To evaluate the state's progress in terms of its unique staff development objectives.

B. Procedures

1. The coordinator called together the committee composed of state department staff, the staff development specialist for that state, state advisory council members and university representatives.

2. The group delegated one or more persons to collect, synthesize, and report, in writing, evaluative and supporting data which relate to the criteria in instrument A. (see appendix A).

3. The group delegated one or more persons to collect, synthesize, and report, in writing, evaluative data which related to the various criteria stated as being "unique to the state."

4. Once completed all instruments provided by the project evaluator were returned prior to the established deadline.

5. The external evaluator analyzed findings from the completed instruments, and returned the analysis to the state, at which time the self-study team:

A. Discussed and critiqued the returned findings.
B. Examined the data derived from tasks delegated in steps 2 and 3.
C. Determined how these data support, clarify, deny, or otherwise elaborate on the returned findins.
D. Identified additional data needed and delegated data gathering responsibilities.
E. Discussed strategies for the upcoming on-site visit

(1) With whom should the on-site visitation team meet and why?
(2) When, where, how:

F. Developed final self-study report and submitted copies to the external evaluator and to the OSV team coordinator.

6. The self-study coordinator contacted the on-site visitation coordinator to:

A. Advise on the status of self-study and submission of the written self-study report.
B. Reach consensus agreement regarding item t# (1,2) above.

7. OSV team arrived and implemented the on-site visit procedures.

8. Self-study and OSV held final debriefing meeting.

On-Site Visit Team Guidelines. The purpose of and rationale for the procedures employed by the peer evaluation component of the design was as follows:

I. Purpose of the on-site visit

A. To evaluate the state's progress in terms of regionwide objectives for staff development.

B. To evaluate the state's progress in terms of its unique staff development objectives.

II. Rationale

A. To confirm, question, explain, or elaborate on findings presented in the state's self-study.

B. To identify, probe, describe, and evaluate phenomena related to staff development in addition to the areas of concern reflected in the self-study.

III. Procedures

A. The team examined: (A) that section of the annual report that was concerned with the state they were to visit; (B) the state staff development plan submitted to the regional office; and (C) if possible, the state plan used internally by the State Department of Education; Striving to get "a feel of the territory"; and an understanding of the context in which the OSV was to be made.

B. Upon receipt of the external evaluator's analysis of findings surmised from completed instruments, the OSV coordinator called the team together to:

(1) Discuss and critique the findings:

(2) Determine the kinds of data needed to support, clarify, deny, or otherwise elaborate on the returned findings;

(3) Identify possible sources of these data. Identify the types of exposures and experiences deemed important to the OSV;

(4) Discuss possible strategies and divisions of labor for the upcoming visit;

(5) If available, prior to the OSV visit, examine the completed self-study report developed by the state to be visited.

C. The OSV coordinator contacted the self-study coordinator to:

(1) Advise on the status of the OSV team's perusal of findings and/or reports.

(2) Discuss results of items B2, B3, and B4 above.

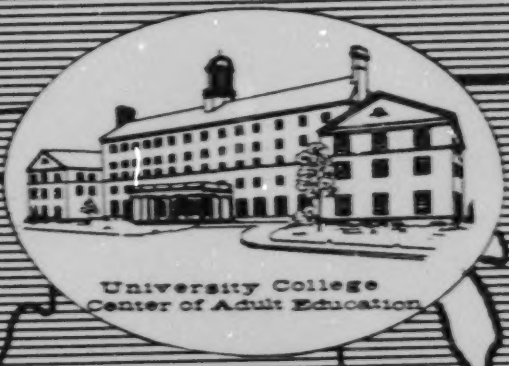
(3) If appropriate, at this time, efforts were made to reach consensus agreement on the data needed for and activities to be undertaken during the OSV.

(4) OSV conducted the evaluation in the host state.

(5) OSV team and S.S.team met for a debriefing session.

(6) OSV team developed the final report and submitted it to the external evaluator.

REGIONAL PROGRAM



REGIONAL PROJECT OFFICE STAFF

MS. JESSIE K. ULIN, PROJECT DIRECTOR
MS. JACQUELINE V. WILLIAMS, EDUCATIONAL SPECIALIST
DR. GERALD C. HANBERRY, STAFF DEVELOPMENT SPECIALIST

UNIVERSITY OF MARYLAND PROJECT ADMINISTRATOR

DR. JOHN H. BUSKEY, DIRECTOR, CONFERENCES AND INSTITUTES DIVISION

CHAPTER II

REGION-WIDE EVALUATION

Summary of Progress in Relation to Evaluative Criteria

Region Table 1 summarizes the mean ratings which the respondents made in assessing changes in adult education staff development in USOE Region III during the three-year project. Respondents included the state directors, other state department of education personnel, higher education representatives, staff development specialists, and other individuals within the Region deemed to be in appropriate positions to make judgments about the status of adult education staff development since the project's inception. The 63 criteria used to evaluate the project appear in this study as Appendix A. These criteria were generated by extrapolation from the funding proposals, from annual reports and from other official project documents. Major participants in the project analyzed and refined these extracted criteria and accepted as a valid measurement statement for evaluation of the Regional Project.

Table 1 shows that the mean pre-project status of the 63 variables was rated as 2.33 and the post project status was rated as 3.47. Translated into their qualitative equivalents these data imply that the Regional status changed from "poor" to "fair" in relation to these variables. When asked to rate the extent to which this shift was attributable to the Regional Project itself, the mean causal rating was 3.3. This figure reflects that the overall change in these 63 criteria was seen as being "somewhat attributable" to the project (see Region, Table 4). By examining the degree of pre-post change shown in Region Table 1 (1.14) in light of the following scale, the extent of progress toward the

(REGION) TABLE 1

MEAN PRE-POST EVALUATIONS OF THE SIXTY-THREE STAFF DEVELOPMENT CRITERIA WHICH WERE THE FOCAL POINTS OF THE REGIONAL EFFORT

Measure	Mean for 63 Criteria [1]
Pre-Project	2.33[a]
Post-Project	3.47[a]
Pre-Post Difference	1.14

[a]Code: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

[1]Criteria are shown as Instrument A in Appendix A.

63 criteria as whole can be further summarized

Degree of Change	Rating of Progress
0.0 - 0.5	very slight
0.6 - 1.0	some
1.1 - 1.5	considerable
1.6 - and over	outstanding

Using the above scale, it was concluded that the degree of progress made within the Region with respect to the 63 evaluative criteria, warrants being assessed as "considerable". Later in this chapter, a similar comparison of progress is presented separately for each of the eight Regional project objective.

Region Table 2 presents an evaluation of the 63 staff development criteria in a more specific form. This table categorizes the number of criteria which were judged to be either

(REGION) TABLE 2

PRE-POST DISTRIBUTION OF THE SIXTY-THREE STAFF DEVELOPMENT CRITERIA, BY ASSESSMENT CATEGORY

Assessment Categories	Number of criteria Classified in each category	
	Pre-Project	Post-Project
Excellent (4.6-5.0)	0	0
Good (3.6-4.5)	0	35
Fair (2.6-3.5)	28	27
Poor (1.6-2.5)	33	1
Non-Existent (0-1.5)	2	0
TOTALS	63	63

excellent, good, fair, poor, or non-existent, pre-project and post-project. It may be noted that prior to the project not one criterion was rated as either excellent or good. In fact, more than one-half (33) were rated as "poor," an almost equal number (28) were only rated as "fair," and 2 were seen as "non-existant." The post-project distribution reflects a great deal of improvement although none of the criteria were rated as "excellent", more than one-half (35) were seen as "good" and 27 were evaluated as "fair." Whereas the pre-project distribution revealed 33 of the variables to be "poor" and two to be "non-existant," the post-project data indicated only one classified as "poor" and none classified as"non existant."

Region Table 3 dichotomizes the pre-post assessment categories used to evaluate the 63 staff development criteria. In doing so, it is possible to depict the number of criteria which shifted from one specific category to another. The most frequent shift was from "fair" to "good." A total of 18 criteria shifted in this regard. Sixteen variable shifted from "poor"to "good."

(REGION) TABLE 3

NUMBER AND NATURE OF SPECIFIC CATEGORY SHIFTS OBSERVED FOR THE SIXTY-THREE STAFF DEVELOPMENT CRITERIA

PRE-PROJECT STATUS	POST-PROJECT STATUS					
	Excellent	Good	Fair	Poor	Non-Exis.	Total
Excellent	-	-	-	-	-	-
Good	-	-	-	-	-	-
Fair	-	18	10	-	-	28
Poor	-	16	16	1	-	33
Non Existent	-	1	1	-	-	2
Total	-	35	27	1	-	63

"Poor" to "fair" shifts were noted for an equal number of criteria. Another very important observation which can be drawn from Table 3 is that only 11 criteria remained in the same pre-post assessment category. All other criteria experienced a shift to an "improved" category during the Region's involvement in the three-year project.

Given the overall improved status of these criteria, a crucial question to ask is: "to what extent was such improvement actually caused by the States' involvement in the Regional Project?" Region Table 4 provides some insight into such a question. Of the 63 criteria studies, no changes were judged to be "solely attributable" to the Regional project; 29 criteria were felt to have changed "mainly" because of the project;

(REGION) TABLE 4

DISTRIBUTION OF THE SIXTY-THREE CRITERIA ACCORDING TO THE MAGNITUDE OF CAUSALITY ATTRIBUTED TO THE REGIONAL PROJECT

Extent To Which The Changes Noted Were Due To The Regional Project	Number of Criteria So Classified
Solely Attributable (4.6-5.0)	0
Mainly Attributable (3.6-4.5)	29
Somewhat Attributable (2.6-3.5)	24
Slightly Attributable (1.6-2.5)	10
Unattributable (0-1.5)	0
TOTAL	63

Mean Response = 3.3 or "somewhat attributable"

changes in 24 were seen as due "somewhat" to the project; and the changes noted for 10 criteria were rated as "slightly attributable" to the project. In effect, all 63 criteria, to varying degrees, were affected by the Regional Project in a causal sense. As noted earlier, respondents' mean response regarding such overall causality was 3.3 -- in other words, this causal rating indicates the progress made reference these 63 evaluative criteria was judged, on the whole, to be "somewhat attributable" to the influence of the project.

Region Table 5 is devoted to examining those specific criteria which showed the greatest improvement during the three-year operation of the Regional project. The 11 criteria

which had the greatest positive difference between their pre-project mean and their post-project mean were selected for inclusion. The overall pre-project mean for the thusly identified criteria was 1.7. The counterpart post-project mean was 3.7. Qualitatively, these figures indicated that, collectively, these 11 criteria were seen as "poor" initially and were later judged to be "good" at the project's termination. Using the "rating of progress" standards presented earlier on p. 8 , the progress toward these 11 criteria was assessed as being "outstanding." It should be noted that the degree of improvement of other criteria was also rated as "outstanding" but that only those showing the greatest degree of change (in this case the top 11 criteria), were for the sake of brevety, presented in Table 5.

Further analysis of Table 5 reveals that of the 11 "most improved" criteria: (a) one (#6) changed from "non-existent" to good; (b) two (#'s 43, 44) changed from "non-existent" to "fair"; (c) seven (#'s 3, 36, 51, 33, 40, 50, 7) changed from "poor" to "good"; and (d) one (#15) changed from "poor" to "fair."

It is also apparent from Table 5 that of these "most improved" criteria, six focused on the state departments of education (#'s 6, 3, 36, 44, 45); four focused on the higher education institutions (#'s 51, 43, 50, 47); and two pertained to both agencies (#'s 33 and 40). The conclusion drawn from this analysis is that the variables most susceptible to drastic improvement were fairly equally distributed between the state departments and the higher education institutions.

Finally, it is again appropriate to question the extent to which the Regional Project caused these impressive improvements.

(REGION) TABLE 5

CRITERIA REFLECTING THE MOST IMPROVEMENT: PRE VS. POST

	Criteria	Pre[a]	Post[a]	Change	Causal Rating[b]
1.	The SDE's extent of utilization of regional S.D. resources (#6)	1.1	3.7	2.6	3.9
2.	The support of the SDE to a regional approach to S.D. (#3)	1.8	4.0	2.2	3.9
3.	The extent to which the state plan for S.D. has been adhered to and/or accomplished (#36)	1.9	4.0	2.1	3.8
4.	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators (#51)	1.9	4.0	2.1	4.1
5.	The communication between the SDE's and HEI's within the region regarding adult education S.D. (#33)	1.8	3.8	2.0	3.7
6.	The likelihood/certainty of there being a continuing, self-sustaining a.e. S.D. system operational by 6-30-75 (#40)	2.0	4.0	2.0	3.5
7.	The extent to which matching contributions have been provided for by the cooperating HEI's (#43)	1.5	3.5	2.0	3.4
8.	The HEI's responsiveness (quality) to the credit and degree needs of adult educators (50)	1.7	3.7	2.0	3.9

(REGION) TABLE 5 (Con't.)

CRITERIA REFLECTING THE MOST IMPROVEMENT: PRE VS. POST

CRITERIA	Pre[a]	Post[a]	Change	Causal Rating[b]
9. Commitment of the cooperating HEI's to support faculty for credit S.D. activities (#47)	2.1	3.9	1.8	4.0
10. The commitment to supporting a permanent staff development specialist position (#44)	1.3	3.1	1.8	3.7
11. Commitment of the SDE to support HEI faculty positions for credit S.D. activities (#45)	1.7	3.5	1.8	3.7
$\bar{X}$ =	1.7	3.7	3.0	3.8

[a]See p. 9 for codes

[b]1-1.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable

The mean causal rating for these criteria was 3.8 -- the project was "mainly" responsible for the changes noted in the 11 criteria which exhibited the greatest improvement during the project's operation.

Region Table 6 presents those criteria which experienced the least improvement during the Regional project. This table was generated by selecting from the 63 staff development criteria those with the most similar mean pre-post ratings. The mean pre-project rating for these thusly selected "least improved" criteria was 2.9, while the post-project measure was 3.3. In effect, both the pre and post means fell within the parameters for the qualitative category of "fair." However, examination of Table 6 reveals that even though these criteria were the "least improved" of the sixty-three, all nonetheless did show very slight improvement. Specifically, Table 6 shows that of the nine "least improved" criteria: (a) two (#'s 24, 14) improved from "poor" to "fair;" (b) two (#'s 16, 37a) changed from "fair" to "good;" and five (#'s 29, 30, 23, 15, 19) remained unchanged from their pre-project status of "fair."

Furthermore, Table 6 reveals that of the 9 "least improved" criteria six (#'s 29, 30, 15, 14, 16, 19) primarily dealt with the state departments of education; none dealt primarily with the higher education institutions, one (#37a) dealt with both agencies; and two (#'s 24, 23) dealt specifically with neither agency. It is important to note that even though the pre-post improvement (.40) was very slight for these nine variables, the Regional Project was nevertheless credited as being "somewhat" responsible for the extent to which any progress was realized (rating-2.7)

(REGION) TABLE 6

CRITERIA REFLECTING THE LEAST IMPROVEMENT, PRE VS. POST

Criteria	Pre[a]	Post[a]	Change	Causal Rating[b]
1. The number of FTE adult education counselors (#24)	2.5	2.6	0.1	2.1
2. The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state (#29)	3.1	3.4	0.3	3.0
3. The number of full-time adult education positions within the SDE (#30)	2.9	3.2	0.3	2.4
4. The number of FTE adult education teachers (#23)	3.0	3.4	0.4	2.3
5. The status of adult education section within the total SDE context (#15)	3.0	3.4	0.4	2.7
6. The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies (#14)	2.4	2.9	0.5	2.2
7. The enrollments in SDE sponsored S.D. activities (#16)	3.3	3.8	0.5	3.7
8. The SDE's funding support from the state level for adult programs (#19)	2.8	3.4	0.6	2.4
9. The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D. activities: a. school administrators (#37a)	3.0	3.6	0.6	3.4
$\bar{X}$ =	2.9	2.3	.40	2.7

[a] See page 9 for code
[b] See page 11 for code

Table 7 and Table 8 are respectively concerned with identifying those criteria whose change (regardless of magnitude) was most strongly and least strongly caused by the Regional Project. Whereas earlier tables were largely concerned with the degree of pre-post improvements in rating of the 63 evaluative criteria, Tables 7 and 8 are concerned with the strength of causality associated with the creteria's change and not with the amount of change, per se.

Accordingly, Table 7 depicts those criteria whose change was most strongly attributable to the project. For the sake of brevity only, the 11 criteria most strongly influenced were presented. It is evident from Table 7 that the change noted collectively for these criteria was seen as being "mainly attributable" to the project. Table 7 also indicates that of the 11 criteria whose change was most strongly rated as being caused by the project, six (#'s 3, 6, 4, 7, 17, 36) focused primarily on the state departments of education; four (#'s 51, 50, 52, 54) focused on the higher education institutions; and one (#42) did not primarily focus on either agency.

The criteria whose change was least strongly attributable to the project appear in Table 8. Here, too, for the sake of brevety, only the ten least influenced criteria were presented. It is evident from Table 8 that the mean causal rating of 2.3 indicates that, collectively, the progress experienced reference these criteria was seen as being only "slightly attributable" to the project. Furthermore, examination of these 10 "least influenced criteria reveals that six (#'s 14, 21, 18, 19, 22, 30) were primarily concerned with the state departments of education, none were primarily concerned with higher education institutions

(REGION) TABLE 7

CRITERIA WHOSE CHANGE WAS MOST STRONGLY ATTRIBUTED TO THE PROJECT

Criteria	Causal[b] Rating	Nature of the Change		
		Pre[a]	Post[b]	Change
1. The likelihood of the CEU concept being utilized in relation to S.D. participation (#42)	4.1	1.8	3.0	1.2
2. The HEI's responsiveness (quantity) to the credit and degree needs of adult educators (#51)	4.1	1.9	4.0	2.1
3. The HEI's responsiveness (quality) to the credit and degree needs of adult educators (#50)	3.9	1.7	3.7	2.0
4. The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education (#52)	3.9	2.1	3.3	1.2
5. The support of the SDE to a regional approach to S.D. (#3)	3.9	1.8	4.0	2.2
6. The SDE's extent of utilization of regional S.D. resources (#6)	3.9	1.1	3.7	2.6
7. The SDE's understanding and clarity with regard to the regional project's intents and procedures (#4)	3.8	2.9	3.9	1.0
8. The extent to which SDE S.D. activities are related to competency models (developed specifically for adult educators (#7)	3.8	1.7	2.8	1.1

(REGION) TABLE 7 (Con't.)

CRITERIA WHOSE CHANGE WAS MOST STRONGLY ATTRIBUTED TO THE PROJECT

	Criteria	Causal[b] Rating	Nature of the Change Pre[a]	Post[b]	Change
9.	The frequency and variety of SDE sponsored S.D. activities (#17)	3.8	3.1	4.1	1.0
10.	The extent to which the state plan for S.D. has been adhered to and/or accomplished (#36)	3.8	1.9	4.0	2.1
11.	The HEI representatives' role as a continuing on-call consultant (#54)	3.8	1.8	3.5	1.7
	$\bar{X}$ =	3.9	2.0	3.6	1.6

[a]See page 9 for code

[b]See page 11 for code

(REGION) TABLE 8

CRITERIA WHOSE CHANGE WAS LEAST ATTRIBUTED TO THE PROJECT

	Criteria	Causal[b] Rating	Nature of the Change Pre[a]	Post[a]	Change
1.	The number of FTE adult education counselors (#24)	2.1	2.5	2.6	0.1
2.	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies (#14)	2.2	2.4	2.9	0.5
3.	Student enrollments in the general adult education programs sponsored by the SDE (#21)	2.2	2.8	3.8	1.0
4.	The number of FTE adult education aides (#26)	2.2	2.6	3.7	1.1
5.	The number of FTE adult education teachers (#23)	2.3	3.0	3.4	0.4
6.	The number of FTE adult education administrators (#25)	2.3	2.6	3.4	0.8
7.	The SDE's funding support from the federal level fro adult programs (#18)	2.4	2.7	3.4	0.7
8.	The SDE's funding support from the state level for adult programs (#19)	2.4	2.8	3.4	0.6
9.	Student enrollments in the ABE programs sponsored by the SDE (#22)	2.4	3.1	3.8	0.7
10.	The number of full-time adult education positions within the SDE (#30)	2.4	2.9	3.2	0.3
	$\bar{X}$ =	2.3	2.7	3.4	0.7

[a]See page 9 for code

[b]See page 14 for code

and four (#'s 24, 26, 23, 25) were not primarily concerned with either institution.

Progress in Relation to Stated Project Objectives

The findings presented in this section resulted from analyzing the collective progress of the six states with respect to the Regional Project objectives (see Chapter II -- State-By-State Case Studies).

Region Table 9 summarizes the extent to which the six states made progress toward each of the eight objectives. On this configuration 48 classifications resulted (6x8). Accordingly, it is evident that 13/48 or 27% the classification were in the "outstanding" progress category; an equal proportion were in the "considerable" progress category; 17/48 or 35% were in the "Some" progress category; and 5/48 or 10% were in the "very slight" progress category. In essence, region-wide, the ratings of progress made toward the Project's objectives were either "outstanding" or "considerable" in 54% of the cases.

Table 9 also shows that both Delaware and West Virginia had extreme departures from the norm in terms of "outstanding" progress ratings of the eight objectives. These two states alone accounted for 9/13 or nearly 70% of the number of "outstanding" ratings obtained. Similarly, Pennsylvania departed from the norm in terms of "considerable" progress rating of the the eight objectives. Pennsylvania accounted for 46% (6/13) of the ratings in this category. Virginia and the District of Columbia departed from the norm with regard to rankings in the "some" progress category. These latter two states accounted for 53% (9/17) of the objectives so classified, Maryland did not seem to exhibit such extreme departures from

(REGION) TABLE 9

SUMMARY OF STATES' PROGRESS TOWARD REGIONAL OBJECTIVES

STATE	Regional Objectives Whose Progress* Was Rated As: Outstanding	Considerable	Some	Very Slight
Delaware	#1,4,5,7	#3,8	#2	#6
District of Columbia	#3,4		#1,2,6,8	#5,6
Maryland	#4	#1,3,5	#2,7,8	#6
Pennsylvania		#1,2,3,4,5,6	#7,8	
Virginia	#1	#2	#3,4,5,7,8	#6
West Virginia	#1,3,4,5,8	#2	#6,7	
Number of Objectives in Each Progress category	13	13	17	5 = 48

*Progress was defined as the magnitude of difference between the mean pre-post ratings of the various criteria used to evaluate the respective objectives

the norms with respect to rankings of progress made toward the eight Regional Project objectives.

Table 10 expands the data in Table 9 further in an effort to more precisely pinpoint which states made the greatest overall progress. The potential fallacies of such relative comparisons of states should be rather obvious. If one thing is clear from the state by state case studies and from Region Table 9, it is that each state was unique in terms of its progress.

Given the admitted limiations of these data, Table 10 is nonetheless provided as a least a partial effort to asssess the relative progress of the six states in the Region. Too much caution can not be voiced in expressing the dangers of drawing any firm conclusion on the basis of such data.

Table 10 was created by assigning a weight to each of the "progress toward objectives" categories. Specifically, the "outstanding" category was assigned a weight of "four;" the "considerable" category a weight of "three;", the "some" category a weight of "two;" and the "very slight" category a weight of "one." Next, the data from Table 9 was entered so as to refelct the number of objectives each state had classified in each weighted category. A product was then computed for each category, for each state.

Table 10 suggests three groupings with respect to the relative progress the six states made toward the Regional Objectives. The greatest progress appears to have been realized by the states of West Virginia and Delaware. Somewhat less progress appears to have been made in the state of Pennsylvania and Maryland, and still less progress appears to have been made in the state of Virginia and in the District of Columbia.

(REGION) TABLE 10

RELATIVE PROGRESS[1] OF STATES WITH RESPECT TO THE REGIONAL PROJECT'S OBJECTIVES

STATES	Number Of Objectives Classified In Each Progress Category (weighted)				
	Outstanding WT=4	Considerable WT=3	Some WT=2	Very Slight WT=1	Totals
Delaware	f. 4	2	1	1	8
products	16	6	2	1	25
(Wt. x frequency)					
District of Columbia	f. 2	0	4	2	8
products	8	0	8	1	17
Maryland	f= 1	3	3	1	8
products	4	9	6	1	20
Pennsylvania	f= 0	6	2	0	8
products	0	18	4	0	22
Virginia	f= 1	1	5	1	8
products	4	3	10	1	18
West Virginia	f= 5	1	2	0	8
products	20	3	4	0	27

[1] Based on extent of pre-post change for each objective

Again, the reader is cautioned about the degree to which these data could be misleading. For example, one state may have made apparently outstanding progress in terms of pre-post improvement, it may nonetheless still be the worst state of the lot. Conversely, one state may have apparently made very little progress, yet it might have been ranked excellent prior to the project and continued as excellent after the project.

Region Table 11 is directed toward identifying which of the eight Regional project objectives experienced the most improvement. The relative progress toward each objective was calculated by determining the number of times a given objective appeared in a weighted progress category. As with Region Table 10, the "outstanding" category was rated "four," the "considerable" category was rated "three," and so on. Resulting products were computed and totaled. Rank was based on the weighted totals.

Region Table 11 indicated that, as a whole, Regional objectives #4, 1, and 3, in that order, experienced the greatest progress. The objectives which were apparently the least susceptible to being changed by the regional project were objectives #6 and 7, in that order.

Summarizing Table

The summary of overall conclusions for the evaluation of the Regional Project is provided for in Region Table 12. Table 12 was constructed by synthesize certain data from Table 8 in the state by state case studies presented in Chapter III

(REGION) TABLE 11

REGIONAL OBJECTIVES EXPERIENCING THE MOST CHANGE

OBJECTIVE	Number of Times Each Objective Was Classified in a Given Progress Category (Weighted)					
	Outstanding	Considerable	Some	Very Slight	Weight Total	Rank
To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	f= 3 (3x4)	2 (2x3)	1 (1x2)	0 (0x1)	20	2nd
To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	f= 0 (0x4)	3 (3x3)	3 (3x2)	0 (0x1)	15	tie 5th
To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuos assessment of needs.	f= 2 (2x4)	3 (3x3)	1 (1x2)	0 (0x1)	19	3rd
To develop complimentary areas of expertise in adult education among participating programs, agencies, and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	f= 4 (4x4)	1 (1x3)	1 (1x2)	0 (0x1)	21	1st
To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	f= 2 (2x4)	2 (2x3)	1 (1x2)	1 (1x1)	17	4th
To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private program.	f= 0 (0x4)	1 (1x3)	2 (2x2)	3 (3x3)	10	7th
To enhance the status of adult education divisions within the State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	f= 1 (1x4)	0 (0x3)	4 (4x2)	1 (1x1)	13	6th
To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	f= 1 (1x4)	1 (1x3)	4 (4x2)	0 (0x1)	15	tie 5th

(REGION) TABLE 12

SUMMARY OF THE OUTCOMES OF USOE REGION III STAFF DEVELOPMENT PROJECT IN ADULT EDUCATION IN RELATION TO THE STATED PROJECT OBJECTIVES

REGIONAL OBJECTIVES	Mean Degree of pre-post change	Qualitative Evaluation of progress Region-wide	Extent to which the project itself caused the noted progress
To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region	1.6	Outstanding Progress	Mainly attributable to the Project (3.6)
To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	1.1	Considerable Progress	Somewhat attributable to the Project (3.4)
To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuos assessment of needs.	1.4	Considerable Progress	Mainly attributable to the Project (3.7)
To develop complimentary areas of expertise in adult education among participating programs, agencies, and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	1.7	Outstanding Progress	Mainly attributable to the Project (3.6)
To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	1.1	Considerable Progress	Somewhat attributable to the Project (3.4)
To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, ADMIDS, and inter-agency public and private programs.	0.7	Some Progress	Somewhat attributable to the Project (2.9)
To enhance the status of adult education divisions within the State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	0.9	Some Progress	Somewhat attributable to the Project (2.9)
To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	1.2	Considerable Progress	Mainly attributable to the Project (3.9)
Overall Mean =	1.2	Considerable Progress	Somewhat attributable to the Project (3.4)

RESPECTIVE CRITERIA USED TO ASSESS REGIONAL PROJECT OBJECTIVES

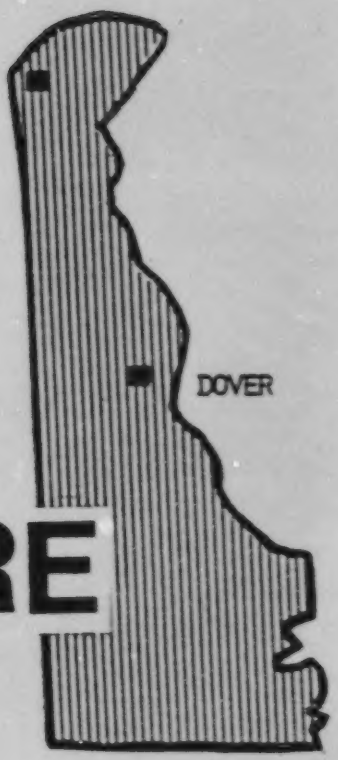
REGIONAL OBJECTIVE	CRITERIA[1]
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	28,29,43,45,46, 47,48,50,51,52, 53,54,55,56,57
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	1,16,17,30,31, 40,44,49,58
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuos assessment of needs.	2,3,4,10,34,35, 36
4. To develop complimentary areas of expertise in adult education among participating programs, agencies, and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	5,6,8,9,32,33, 41
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	38,39,42,59,60
6. To relate systematically to the total adult education community including: professional training programs, CETA , WIN, MDTA, ADMIDS, and inter-agency public and private programs.	12,13,14,20
7. To enhance the status of adult education divisions within the State Department of Education, encouraging the direction of state and local funds into adult education staff development.	15,18,19,37 abcd
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	7

See Appendix A for corresponding criterion statements

CHAPTER III

STATE BY STATE CASE STUDIES

On this section, a case study of the Project's impact is presented for each of the six state in U.S.O.E. Region III. Each state is analyzed in terms of (a) data derived from both external and self evaluative activities and (b) data derived from on-site visitations conducted by peers from surrounding states within the Region. Data for the external/self evaluation were obtained through the use of Instrument A -- Evaluation of Outcomes in Relation to Stated Project Objectives. (See Appendix A). Each item on Instrument A represents a specific evaluative criterion which corresponds to one of the eight Regional Project Objective stated earlier (see pages 1-2). The following list correlates the eight Regional Objectives and the specific items on Instrument A which were used as their respective evaluative criteria.



DELAWARE

STATE DEPARTMENT OF EDUCATION STAFF

MR. WILLIAM G. DIX, SUPERVISOR, ADULT AND HIGH SCHOOL EXTENSION

MS. ANN SKLUT, STAFF DEVELOPMENT SPECIALIST

UNIVERSITY OF DELAWARE, NEWARK

DR. LEROY ALLEN, COLLEGE OF EDUCATION

MR. RICHARD B. FISCHER, DIVISION OF CONTINUING EDUCATION

I EXTERNAL/SELF EVALUATION

A. Outcomes in Relation to Specific Regional Project Objectives

REGIONAL OBJECTIVE #1 -- To Establish At Least One Adult Education Staff Development Program In An Institution Of Higher Education In Each State To Reflect The Geographic, Racial, And Cultural Needs Of The Region. (Table, Delaware 1)

The pre-project status of the HEI's in Delaware offering degrees in Adult Education was rated as "non-existent." By the conclusion of the project the status was rated as "poor" (A-28)[1]. Respondents reported that this change, though slight, was "solely" attributable to the Regional Project. The extent to which the staff development activities were reflective of the cultural, economic and racial characteristics of the state shifted from "non-existent" to "fair" during the project. The project itself was seen as "somewhat" responsible for this shift (A-29).

In probing the establishment of the HEI degree in Adult Education further, other significant observations were gleaned. For example, it appears that the program thus established is developing the internal university support necessary for its institutionalization. Provisions for university matching funds to support such a program were rated as "non-existent" initially and were rated as "good" by the project's termination -- an improvement "mainly attributable" to the Regional Project (A-43).

---

[1] (A-28)= For specific criterion statement, see Appendix A, Item 28.

However, the commitment of the SDE to support HEI faculty positions for credit staff development activities improved only from "non-existent" to "poor." The SDE's commitment of support HEI positions for non-credit staff development activities actually was rated lower after the regional project than it was before (pre=fair, post=poor). Both the shift in improved support for credit activities and in less support for non-credit activities were seen as "mainly attributable" to the project (A-45,46). The HEI commitment to support faculty for both credit and non-credit activities improved, "mainly" because of the Regional Project, from "non-existent" to "fair" (A-47,48).

HEI's greater support for credit staff development activities explains why their responsiveness (quality and quantity) to such needs of adult educators improved from "non-existent" to "fair." This change was seen as "mainly" due to the project. The quality of their responsiveness to non-credit needs changed from "non-existent" to "poor." Quantitatively, the response to non-credit needs changed from "non-existent" to "fair." The change in quality of the responsiveness to non-credit, in-service needs was rated as "mainly attributable" to the project, while the change in the quantitative dimension was seen as "somewhat" due to the project (A-50,51,52,53).

It was reported that the HEI representative (the adult education professor) was increasingly fulfilling a consultant role to adult education programs. The pre-post shift noted for this criterion was from a "non-existent" status to "fair." Here, too,

the change was seen as "mainly" due to the project (A-54). Finally, the enrollment in both credit and degree programs in adult education showed improvements from "non-existent" to "fair." The quality of such offerings improved similarly. The shifts in enrollments and in quality were seen as ranging from "somewhat" to "mainly attributable" to the project (A-55,56,57).

The overall pre-project mean and post-project mean for the above criteria used to analyze Delaware's progress toward Regional Objective #1 was 1.2 and 3.0, respectively. Translated into their qualitative equivalents, these figures mean that Delaware's pre-project status reference Regional Objective #1 was "non-existent" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 4.0. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that Delaware made outstanding progress toward Regional Project Objective #1, and that the Regional Project may rightly take credit for being mainly responsible for this accomplishment.

REGIONAL OBJECTIVE #2 -- To Build Staff Development Capability By Increasing The Number, Scope, And Quality Of Training Resources Within Each State Which Will Continue And Expand After The Completion Of The Three Year Project. (Table, Delaware 2)

Obviously, the previous documentation of the accomplishment of Objective #1 is supportive of the objective currently being considered. However, a number of specific criteria also have a

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER ONE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
28	The number of HEI's offering degrees in adult education	1.0	2.0	5.0
29	The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	1.5	3.5	3.5
43	The extent to which matching contributions have been provided for by the co-operating HEI's	1.5	4.0	4.5
45	Commitment of the SDE to support HEI faculty positions for credit S.D. activities	1.0	2.5	4.0
46	Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	3.0	2.0	3.0
47	Commitment of the cooperating HEI's to support faculty for credit S.D. activities	1.0	3.0	4.5
48	Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	1.0	3.5	4.5
50	The HEI's responsiveness (quality) to the credit and degree needs of adult educators	1.0	3.0	4.0
51	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	1.0	3.5	4.5

(Del.) TABLE 1 (continued)

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
52	The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	1.0	2.5	4.0
53	The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	1.0	3.0	3.5
54	The HEI representatives' role as a continuing on-call consultant	1.0	3.0	4.0
55	The enrollments in HEI graduate and/or under-graduate adult education credit courses	1.0	3.5	4.5
56	The enrollments in HEI graduate and under-graduate degree programs in adult education	1.0	3.0	3.0
57	The quality of HEI credit courses and/or degree programs in adult education	1.0	3.0	4.0
	$\bar{X}$ for all criteria	1.2	3.0	4.0

[a] CODE: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

[b] CODE: 1-1.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable.

direct relationship to the consideration of this objective. When asked to assess the SDE's capability to develop staff development activities, respondents rated both the pre-project status and the post-project status as "poor" (A-1). Accordingly, it was reported that enrollments in such SDE sponsored activities were essentially unchanged from the pre-project status of "fair" (A-16). However, the frequency and variety of these sessions had originally been judged as "non-existent" and were later rated, mainly because of the project, as "fair" (A-17).

Since capability to deliver staff development services is, in part, a function of available personnel to do so, queries were made about the staffing patterns in the Delaware State Department of Education. As a result, it was determined that the number of full-time adult education positions within the State Department of Education had remained essentially unchanged from the pre-project status of "fair" (A-30). A slight, but somewhat greater, improvement was noted with respect to the position of staff development specialist. The pre-project commitment to support a permanent specialist was "non-existent," while the post-project commitment to do so was judged to be "poor" (A-44). The slight improvement, with respect to the staff development specialist position, was felt to be "mainly" due to the project.

Like personnel, funding is also an important consideration in assessing capability to the delivery of staff development services. The data obtained revealed that very little improvement had been realized with respect to the proportion of the state "adult edu-

cation" dollar being devoted to staff development. The pre-project proportion was rated as "non-existent" and the post-project proportion was seen as "poor." The Regional Project was only credited with being "slightly" responsible for this small change (A-49).

Increased capability to provide staff development services might also be seen as a function of creating new, innovative delivery systems. It appears that Deleware has made some progress in this area. The pre-project rating of the provisions for non-traditional approaches were reported to be "poor." While the post-project rating was "fair." The project was seen as being "somewhat" responsible for this improvement.

The final two criteria used to indicate the extent of progress toward Objective #2 dealt with the quality of the staff development services provided (A-58) and with the likelihood that a self-sustaining staff development system would be in operation by the project's termination (A-40). The quality of services improved from "poor" to "fair," "mainly" because of the Regional Project. The likelihood of there being an operational self sustaining staff development system by July 1, 1975, improved from "fair" to "good" -- an outcome also judged to be "mainly" attributable to the project (A-40).

The overall pre-project mean and post-project mean for the above criteria used to analyze Delaware's progress toward Regional Objective #2 was 2.2 and 3.4, respectively. Translated into their qualitative equivalents, these figures mean that Delaware's pre-

project status reference Regional Objective #2 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 3.3. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that Delaware made some progress toward Regional Project Objective #2 and that the Regional Project may rightly take credit for being "somewhat" responsible for this achievement.

REGIONAL OBJECTIVE #3--To Develop Commitment To And Methodology For The Maintenance Of An On-Going State Plan Incorporating A Regional Concept Of Staff Development, And A Continuous Assessment Of Needs. (Table, Delaware, 3)

Delaware appears to have changed considerably with respect to its support of a regional approach to staff development. The pre-project support was rated as "poor," while the post-project support was judged as "good" (A-3). Surprisingly, the SDE's understanding of and clarity with regard to the intents and procedure of the Regional Project for staff development changed from "excellent" to "good" (A-4). The Project itself was felt to be "mainly" responsible for both changes.

With regard to mechanisms for needs assessment, the State was rated as doing a "fair" job in this area both prior to and after the project (A-10). The extent to which functional planning and/or advisory bodies were utilized for determining staff development needs improved from "poor" to "fair" during this same period (A-34).

(Del.) TABLE 2

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER TWO

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
1	The capability of the SDE to deliver S.D. activities	2.5	2.0	2.0
16	The enrollments in SDE sponsored S.D. activities	3.0	3.5	4.0
17	The frequency and variety of SDE sponsored S.D. activities	1.5	3.5	4.0
30	The number of full-time adult education positions within the SDE	3.0	3.5	2.0
31	SDE plans or provisions for non-traditional approaches to meeting S.D. needs	2.0	3.5	3.5
44	The commitment to supporting a permanent staff development specialist position	1.0	2.5	4.0
49	The proportion of the state "adult education dollar" being devoted to staff development	1.5	2.0	2.0
58	The quality of non-credit SDE or HEI staff development activities	2.0	3.5	4.0
40	The likelihood/certainty of there being a continuing, self-sustaining a. e. S.D. system operational by 6-30-75.	3.0	4.0	4.0
	$\bar{X}$ for all criteria	2.2	3.1	3.3

a, b
See P. 35 for codes

The former of these improvements related to the state's capability to assess staff development needs was felt to be "somehwat attributable" to the Regional Project, while the latter improvement is seen as being "mainly attributable" to the regional project.

With regard to planning for staff development, it was reported that the state's capability for long range planning in this area improved, somewhat because of the project, from "poor" to "fair" (A-2). The extent to which the SDE engaged in on-going reviews of the State Plan for Staff Development changed drastically from "non-existent" to "good" during the project (A-35). The extent to which such plans were, in fact, adhered to and/or accomplished changed in a similar manner (A-36). Each of these latter two improvements in planning for staff development was rated as being "mainly attributable" to the Regional Project.

The overall pre-project mean and post-project mean for the above criteria used to analyze Delaware's progress toward Regional Objective #3 was 2.3 and 3.8, respectively. Translated into their qualitative equivalents these figures mean that Delaware's pre-project status reference Regional Objective #3 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 4.1. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the project. The conclusion drawn from these data is that Delaware made considerable progress toward Regional Project Objective #3 and that the Regional Project may rightly take credit for being "mainly" responsible for this accomplishment.

(Del.) TABLE 3

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER THREE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
3	The support of the SDE to a regional approach to S.D.	2.0	4.0	4.5
4	The SDE's understanding and clarity with regard to the regional project's intents and procedures	5.0	4.0	4.0
10	The SDE's mechanisms for needs assessments regarding S.D.	3.0	3.0	3.5
34	The extent to which a functional planning and/or advisory committee has been utilized by the SDE for adult educators S.D. purposes	2.0	3.5	4.5
2	The capability of the SDE to develop long range plans for S.D.	2.5	3.5	3.5
35	The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	1.0	4.5	4.5
36	The extent to which the state plan for S.D. has been adhered to and/or accomplished	1.0	4.5	4.5
	$\bar{X}$ for all criteria	2.3	3.9	4.1

a, b
See P. 35 for codes

REGIONAL OBJECTIVE #4 -- To Develop Complimentary Areas Of Expertise In Adult Education Among Participating Programs, Agencies, And Organizations; Develop Broad Capabilities To Implement Coordination Of Staff Development On Both A Regional And State-Wide Basis. (Table, Delaware 4)

Considerable improvements appear to have been made with respect to the SDE's awareness of regional staff development resources. Such awareness was reported to have changed from "fair" to "excellent" "somewhat" because of the Regional Project (A-5,6). The actual extent of utilization of regional resources only improved from "poor" to "fair." However, this small improvement was "mainly" attributable to the Regional Project. Within the state itself, the quantity of the SDE's involvement with the HEI with regard to staff development was reported to have improved from "poor" to "fair" and was judged to be "mainly attributable" to the Regional Project (A-8). The quality of such involvement showed greater promise and improved, somewhat because of the project, from "poor" to "good" (A-9).

Commensurate with these improvements, it was further reported that communication between the SDE, HEI, and local programs in the state regarding staff development changed markedly from a pre-project condition of "non-existent" to a post-project condition of "good." This improvement was considered to be "mainly" attributable to the project (A-32).

Communication between the SDE's and HEI's within the region was seen as changed, "mainly" because of the project, from "poor" to "good" (A-33). Finally, the extent of clarification of the unique and complimentary roles of the SDE, HEI, and the staff development specialist changed from a status of "non-existent" to a status of "fair." This shift was felt to be "mainly" due to the influence of the Regional Project (A-41).

The overall pre-project mean and post-project mean for the above criteria used to analyze Delaware's progress toward Regional Objective #4 was 2.1 and 4.0, respectively. Translated into their qualitative equivalents, these figures mean that Delaware's pre-project status reference Regional Objective #4 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 4.0. This figure indicates that the overall change noted for these criteria was felt to be "mainly" due to the Regional Project. The conclusion drawn from these data is that Delaware made outstanding progress toward Regional Project Objective #4 and that the project may rightly take credit for being "mainly" responsible for this accomplishment.

REGIONAL OBJECTIVE #5 -- To Provide Readily Accessible Educational Opportunities In Local Areas; Establishing A Highly Trained Base Of Local Leadership In Adult Education, Consonant With The Racial And Cultural Composition Of The Area. (Table, Delaware 5)

(Del.) TABLE 4

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FOUR

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
5	The SDE's awareness of S.D. resources available within the region	3.5	5.0	3.5
6	The SDE's extent of utilization of regional S.D. resources	2.0	3.5	4.0
8	The quantity of SDE involvement with HEI's regarding SD activities	2.5	3.5	4.0
9	The quality of SDE involvement with HEI's regarding SD activities	2.5	4.0	3.5
32	The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	1.0	4.0	4.5
33	The communication between the SDE's and HEI's within the region regarding adult education S.D.	2.0	4.5	4.0
41	Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	1.5	3.5	4.0
	$\bar{X}$ for all criteria	2.1	4.0	4.0

a, b
See P. 35 for codes

The SDE's efforts to enhance local staff development expertise improved, mainly because of the project, from "fair" to "good" (A-11). No doubt this change was a function of the progress the state made in (a) providing incentives for participation in staff development, and (b) identifying and eliminating actual barriers to participation. The improvement made in the former of these two areas was from a pre-project status of "non-existent" to a post-project status of "fair." This change was considered as "somewhat" due to the project. Efforts made to eliminate barriers changed from "poor" to "good" mainly because of the project (A-38,39). Further reflective of the progress made in developing incentives for such participation was the fact that the likelihood of using CEU's (Continuing Education Units) in relation to participation in staff development changed from "poor" to "fair." This change was considered as "mainly" due to the project (A-42). Finally, the quantity and quality of dissemination of professional information and knowledge about adult education was altered, during and "mainly" by the project, from "non-existent" to "fair" (A-59,60).

The overall pre-project mean and post-project mean for the above criteria used to analyze Delaware's progress toward Regional Objective #5 was 2.0 and 3.6, respectively. Translated into their qualitative equivalents, these figures mean that Delaware's pre-project status was "poor" and the post-project status was "good" with respect to Regional Objective #5.

Furthermore, the mean causal rating for these criteria was 4.1. This figure indicates that the overall change noted in these criteria was felt to be "mainly attributable" to the project. The conclusion drawn from these data is that Delaware made outstanding progress toward Regional Project Objective #5 and that the project may rightly take credit for being "mainly" responsible for this achievement.

REGIONAL OBJECTIVE #6 -- To Relate Systematically To The Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, And Inter-Agency Public And Private Programs. (Table, Delaware 6)

Respondents in Delaware reported that the state's pre-project status with respect to planning and implementing staff development activities cooperatively with non-school based agencies was "poor." The post status was reported as "fair." The improvements noted for the planning and implementing functions were felt to be "somewhat" attributable to the project. The extent to which the SDE cooperatively evaluated staff development activities with non-school based agencies changed from "fair" to "poor" (A-12,13,14).

These data suggest greater numbers of non-adult educators have been involved in various aspects of program development. Accordingly, a quite sizeable change was noted with respect to the extent to which such persons had been exposed to the field itself. Specifically, the pre-project was rated as "poor" and post-project status was rated as "good." The degree of

(Del.) TABLE 5

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FIVE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
11	The SDE's efforts to develop local S.D. expertise	3.5	4.5	4.5
38	The provisions for incentives for participation in S.D. activities	1.0	3.5	3.5
39	The efforts made to identify and eliminate barriers to S.D. participation	2.0	4.0	4.5
42	The likelihood of the CEU concept being utilized in relation to S.D. participation	2.0	3.5	4.5
59	The quantity of dissemination of professional information and knowledge about adult education	1.5	3.5	4.0
60	The quality of dissemination of professional information and knowledge about adult education	1.5	3.5	4.0
	$\bar{X}$ for all criteria	2.0	3.6	4.1

a, b
See P. 35 for codes

change noted was felt to be "mainly" attributable to the Regional Project (A-20).

The overall pre-project mean and post-project mean for the criteria used to analyze Delaware's progress toward Regional Objective #6 was 2.5 and 3.0, respectively. Translated into their qualitative equivalents, these figures indicate that Delaware's pre-project status reference Regional Objective #6 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 3.3. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that Delaware made only very slight progress with respect to Regional Objective #6, and that the Regional Project may take partial credit for the improvements realized.

REGIONAL OBJECTIVE #7 -- To Enhance The Status Of Adult Education Divisions Within State Departments Of Education, Encouraging The Direction Of State And Local Funds Into Adult Education Staff Development. (Table, Delaware 7)

The status of the adult education section within the total State Department of Education was reported to have remained essentially unchanged from the pre-project status of "good" (A-15). The status of federal funding of adult education in Delaware shifted during this same period, from "fair" to "good" while state funding changed from its pre-project status of "good" to a post status of "excellent." Both changes in funding were felt to be "mainly attributable" to

(Del.) **TABLE 6**

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SIX

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
12	The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	2.0	3.0	3.0
13	The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	2.5	3.0	3.0
14	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	3.0	2.0	2.5
20	Extent to which persons not working in adult education have been exposed to the field of adult education	2.5	4.0	4.5
	$\bar{X}$ for all criteria	2.5	3.0	3.3

a, b
See P. 35 for codes

the Regional Project (A-18,19).

The enhancing of status and the encouraging of funding were considered in this study to be related to the extent to which significant audiences were informed about adult education. As such, an effort was made to determine the extent to which the state made plans or took actions to so orient school administrators, university deans, school board members and state department of education personnel. Such plans or actions for school administrators and deans changed from "non-existent" to "good." In both instances, the Regional Project was seen as "mainly" responsible for the improvement. Plans of action to orient school board members improved from "non-existent" to "poor." The Regional Project was seen as only "slightly" responsible for this small improvement. Orientation plans/actions for non-adult education SDE staff improved from a pre-project status of "poor" to a post-project status of "good." This change was felt to be "mainly" attributable to the Regional Project (A-37 a,b,c,d).

The overall pre-project mean for the criteria used to analyze Delaware's progress toward Regional Objective #7 was 2.3 and 4.0, respectively. Translated into their qualitative equivalents, these figures indicate that Delaware's pre-project status reference Regional Objective #7 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.6. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that Delaware made outstanding progress

(Del.) TABLE 7

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SEVEN

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
15	The status of adult education section within the total SDE context	4.0	4.5	2.5
18	The SDE's funding support from the federal level for adult programs	2.5	4.0	4.0
19	The SDE's funding support from the state level for adult programs	4.0	5.0	4.0
37	The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D Activities:			
	a. school administrators	1.5	4.0	4.0
	b. university deans	1.0	4.5	4.5
	c. school board members	1.0	2.5	2.0
	d. non-a.e. SDE staff	2.0	4.0	4.0
	$\bar{X}$ for all criteria	2.3	4.0	3.6

a, b
See P. 35 for codes

toward Regional Objective #7 and that the Regional Project itself was "mainly" responsible for what progress was made.

REGIONAL OBJECTIVE #8 -- To Develop A Training Model Based On The Description Of Roles, Functions, And Tasks For All Adult Education Staff.

Only one criterion was used to assess progress toward this objective, namely, the extent to which state department of education staff development activities for adult educators were related to competency models. The pre-project status of this criterion was seen as "poor." The post-project status was rated as "fair." This change was felt to be "mainly" attributable to the project (A-7). The conclusion for these data is that Delaware made considerable progress toward Regional Objective #8 and that the progress was "mainly" due to the existence of the Regional Project.

B. Summary of External/Self Evaluation of Progress Toward Regional Objectives

Table (Delaware) -- 8 rank orders the eight Regional Project Objectives according to the degree of progress which Delaware experienced with respect to each. Examination of the pre-post status column reveals that Delaware made progress toward each objective. The greatest degree of progress was made with respect to Objectives #4 and #1, in that order.

Objective #4 -- To develop complimentary areas of expertise in Adult Education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and statewide basis.

Objective #1 -- To establish at least one Adult Education Staff Development Program in an institution of Higher Education in each state to reflect the geographic, racial and cultural needs of the region.

Delaware's least progress was made with respect to Objectives #6 and #2, in that order.

Objective #6 -- To relate systematically to the total adult education community including: professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.

Objective #2 -- To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.

By examining the "degree of change" column in light of the following scale, the extent of progress toward each objective may be further summarized.

Degree of Change	Rating of Progress
0.0 - 0.5	very slight
0.6 - 1.0	some
1.1 - 1.5	considerable
1.6 - and over	outstanding

Using the above scale, it was concluded that Delaware made outstanding progress toward Objectives #1,4,5 and 7; considerable progress toward Objectives #3 and 8; some progress toward Objective 2; and only very slight progress toward Objective #6.

Examination of the means for the pre-post column led to the conclusion that Delaware's status with respect to the

(Del.) TABLE 8

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating[b]
	Pre[a]	Post[a]			
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	1.2	3.0	1.8	2nd	4.0
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	2.2	3.1	0.9	6th	3.1
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuous assessment of needs.	2.3	3.8	1.5	5th	4.1
4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	2.1	4.0	1.9	1st	4.0
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	2.0	3.6	1.6	4th	4.1
6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.	2.5	3.0	0.5	7th	3.3

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating[b]
	Pre[a]	Post[a]			
7. To enhance the status of adult education divisions within State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	2.3	4.0	1.7	3rd	3.6
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	2.0	3.5	1.5	5th	4.0
$\bar{X}$ for all Objectives	2.1	3.5			3.8

a,b
See p. 35 for codes

eight objectives taken collectively, changed from "poor" (2.1) to "fair" (3.8). Furthermore, examination of the mean for the "causal rating" column led to the conclusion that Delaware's overall progress was "mainly" attributable to the Regional Project (3.8).

II PEER EVALUATION

A. Introduction

The Evaluation Team consisting of Mr. Hartz M. Brown, Morgan State College and Mr. William M. Moore, State Department of Education, Virginia arrived in Dover, Delaware on the morning of June 11, 1975, and remained until noon June 12, 1975.

Present at the State Office was Mr. William Dix and a preliminary discussion of the program was conducted. Following the conversation with Mr. Dix, interviews with the local ABE administratives and teachers from Kent, Sussex and New Castle counties were conducted. In addition to local Administration and teachers, personnel at Delaware Teachers College and at the University of Deleware were interviewed.

The LEA personnel interviews revealed the following:

1. In general, during the early stages of the Staff Development Project workshops were not well received. The concensus was voiced that there had not been sufficient input into the planning of the programs by local administrators and that the objectives of the workshops were not in concert with the ex-

pressed needs of the participants. During subsequent workshops more local input was required and the net result of the Staff Development activities was most favorable.

2. The assistance, skills and knowledge gained through the workshop activities resulted in a strong desire and commitment to continue staff development activities after the termination of the Region III Project.

3. This commitment was in event in the professional organization that was established as a direct result of the project's activities. The professional organizations apparently established a continuing staff development program as one of its goals.

4. Many local ABE people who have been participants in the workshops sponsored by the project have enrolled or plan to enroll in graduate programs in Adult Education either at the University of Delaware or other institutions offering Adult Education in Maryland or New Jersey.

5. One of the problem areas discussed at both the LEA meetings and the University sessions dealt with the fact that many teachers and administrators have earned as many as 15 hours of credit and that the University could only accept 9 hours at the present time. This concern was expressed by the Staff Development Specialist, LEA's and university personnel.

The HEI interviews revealed the following:

1. A needs assessment was conducted by Delaware State College and the information gained was shared with the other elements of the project. Programs were then directed toward the needs expressed in the survey.

2. A number of courses at the undergraduate level were established at Delaware State College.

3. Not only ABE teachers and other Adult Education professionals were enrolling in the courses at Delaware State College but many para-professionals were also enrolling, many may begin a four year college program as a direct result of project activities.

4. These classes have had such a favorable response that they will be continued.

5. A Career Latter for the advancement of para-professionals has been an out-growth of project activities.

6. In one particular program conducted through Delaware State Teachers and aides worked through a program in which they had the opportunity to put into practice in the classroom things taught in the program. This particular program was arranged so the morning was spent in the Staff Development activities and the afternoon in an ABE classroom.

7. During the interviews with the staff at the University of Delaware, it was noted that the Master's program although not officially underway would be in short order. Much progress has been made in that direction.

8. The general feeling expressed toward the project activities and the efforts of the Staff Development Specialists was very good on all fronts.

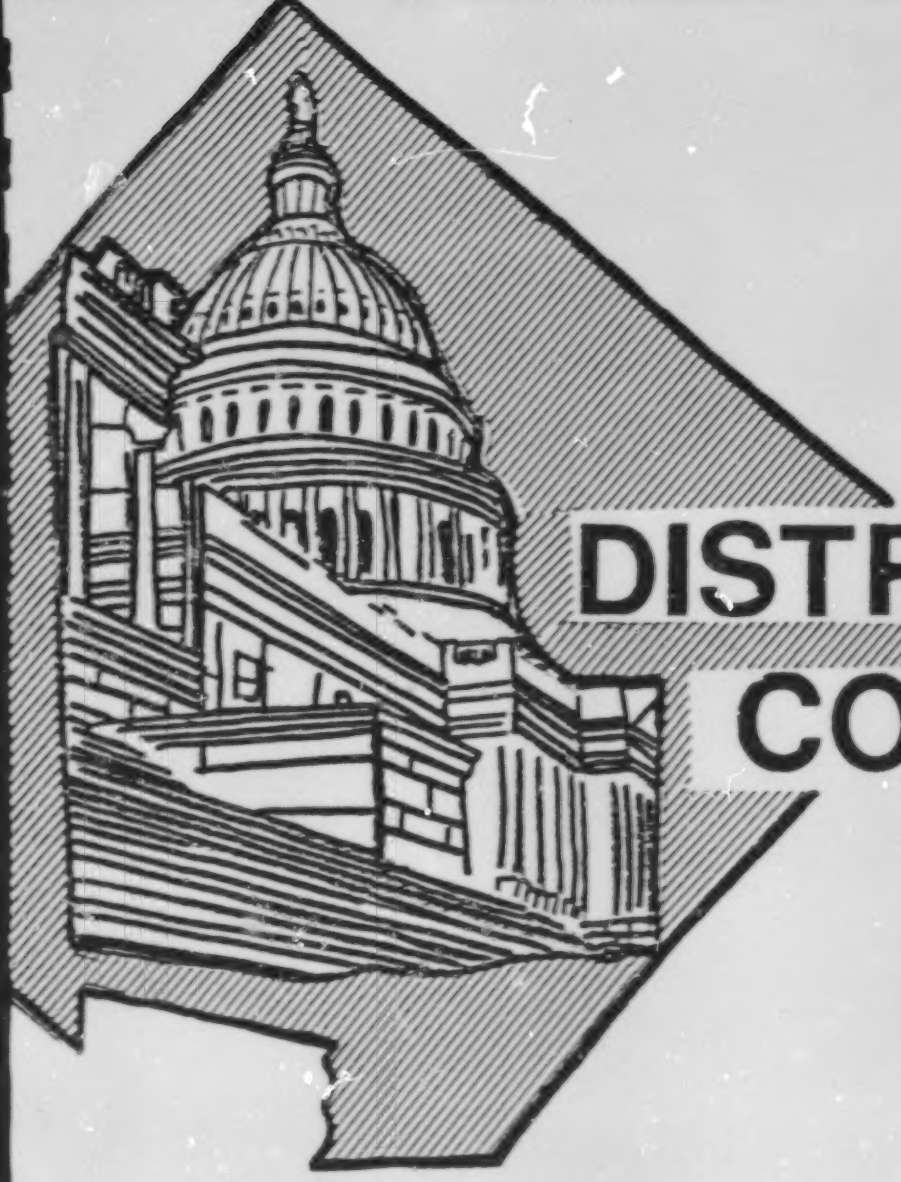
9. The cooperative efforts of the involved parties is good and it appears as if it will continue.

10. Efforts to overcome the 9 credit hours problem are underway, the outcome of these efforts is questionable.

B. Conclusion

It is felt that the objectives of the project have been met with the exception of the graduate program and based on comments during the interviews at the University of Delaware, this objective will be met during the next fiscal year.

In all, the project has had a positive effect on the Adult Education program in Delaware and one of the major benefits has been the involvement of Adult Education in the private sector.



DISTRICT OF COLUMBIA

STATE DEPARTMENT OF EDUCATION STAFF

MS. MARY G. TURNER, DIRECTOR, DEPARTMENT OF ADULT & CONTINUING EDUCATION

MR. RALPH TIGNOR, STAFF DEVELOPMENT SPECIALIST

MS. ALAMEDA HANSBOROUGH, ASSISTANT DIRECTOR, ADULT BASIC EDUCATION

DISTRICT OF COLUMBIA TEACHERS COLLEGE

MR. FRANK B. LAWRENCE, ADULT EDUCATION PROGRAMS

I EXTERNAL/SELF EVALUATION

A. Outcomes in Relation to Specific Regional Project Objectives

REGIONAL OBJECTIVE #1 -- To Establish At Least One Adult Education Staff Development Program In An Institution Of Higher Education In Each State To Reflect The Geographic, Racial, And Cultural Needs Of The Region. (Table, D.C.-1)

The post-project status of a number of HEI's in the District of Columbia offering degrees in Adult Education was rated as unchanged from the pre-project status of "good" (A-28).[1] Also, the extent to which the staff development activities were reflective of the cultural, economic and racial characteristics of the districts remained unchanged from the pre-project status of "good"(A-29).

In probing HEI programs in Adult Education further, several significant observations were gleaned. It appears that these programs are developing the internal university support necessary for their institutionalization. Provisions for university matching funds to support such programs were rated as "non-existent" initially and were rated as "fair" by the project's termination -- an improvement "mainly attributable" to the Regional Project (A-43).

---

[1](A-28)= For the specific criterion statement, see Appendix A, Item 28.

In addition, the commitment of the SDE to support HEI faculty positions for both credit and non-credit staff development activities improved from "non-existent" to "fair." Both the shifts in support for credit and non-credit activities were seen as "mainly attributable" to the project (A-45,46). The HEI commitment to support faculty for credit activities improved from "fair" to "good" and was seen as "mainly" due to the Regional Project. The HEI's progress toward supporting faculty for non-credit activities was seen as only changing from "poor" to "fair." This improvement, though small, was seen as being "mainly" due to the Regional Project (A-47,48).

The latter findings, indicating HEI's greater support for credit than for non-credit staff development activities, explains why their responsiveness (quality and quantity) to credit and degree needs of adult educators was more improved than was their responsiveness to non-credit, inservice needs. The responsiveness in the former case (credit needs) improved from "fair" to "good," "mainly" because of the project. The quality of the HEI's responsiveness to the latter set of needs (non-credit) was only slightly changed from the pre-project status of "fair." Change in the quantity of the responsiveness to non-credit, inservice needs was shown as "fair" to "good" (A-50,51,52,53).

Despite the HEI's apparently slower progress to support faculty positions for non-credit, inservice needs, the HEI representative (the adult education professor) was fulfilling a continuing consultant role to adult education programs. The pre-post shift noted for this criterion was from a "poor" status

to "good." The change was seen as "mainly" due to the project (A-54). Finally, the enrollment in both credit and degree programs in adult education showed improvements from "fair" to "good." The quality of such offerings in a similar fashion

However, both these shifts in enrollments and in quality were seen as only slightly attributable to the project (A-55,56,57).

The overall pre-project mean and post-project mean for the above criteria used to analyze the District of Columbia's progress toward Regional Objective #1 was 2.8 and 3.8, respectively. Translated into their qualitative equivalents, these figures mean that the District of Columbia's pre-project status reference Regional Objective #1 was "fair" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.2. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that the District of Columbia made some progress toward Regional Project Objective #1, and that the Regional Project may rightly take partial credit for being responsible for this accomplishment.

REGIONAL OBJECTIVE #2 -- To Build Staff Development Capability By Increasing The Number, Scope, And Quality Of Training Resources Within Each State Which Will Continue And Expand After The Completion Of The Three Year Project. (Table, D.C.-2)

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER ONE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
28	The number of HEI's offering degrees in adult education	3.7	3.7	1.0
29	The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	4.5	4.5	1.0
43	The extent to which matching contributions have been provided for by the co-operating HEI's	1.5	3.5	4.0
45	Commitment of the SDE to support HEI faculty positions for credit S.D. activities	1.0	2.7	4.0
46	Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	1.0	2.7	4.0
47	Commitment of the cooperating HEI's to support faculty for credit S.D. activities	2.7	3.7	4.0
48	Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	2.3	3.3	4.0
50	The HEI's responsiveness (quality) to the credit and degree needs of adult educators	3.0	4.0	4.0
51	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	3/5	4.5	4.0

(D.C.) TABLE 1 (continued)

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
52	The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	3.0	3.3	4.0
53	The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	3.0	4.3	2.3
54	The HEI representatives' role as a continuing on-call consultant	2.3	4.3	4.0
55	The enrollments in HEI graduate and/or under-graduate adult education credit courses	3.3	4.3	2.3
56	The enrollments in HEI graduate and under-graduate degree programs in adult education	3.3	4.3	2.3
57	The quality of HEI credit courses and/or degree programs in adult education	4.0	4.0	3.0
	$\bar{X}$ for all criteria	2.8	3.8	3.2

a
CODE: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

b
CODE: 1-1.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable.

Obviously, the previous documentation of the accomplishment of Objective #1 is supportive of the objective currently being considered. However, a number of specific criteria also have a direct relationship to the consideration of this objective. When asked to assess the SDE's capability to develop staff development activities, respondents rated the pre-project status as "fair" and the post-project status as "excellent" (A-1). This important change was seen as "somewhat" caused by the project. Accordingly, it was reported that enrollments in such SDE sponsored activities improved from "fair" to "good" (A-16). The frequency and variety of these sessions had originally been judged as "good" and was later rated as "excellent" (A-17). Each of these latter instances of improved capability to deliver staff development services was reported as being "mainly attributable" to the Regional Project.

Since capability to deliver staff development services is, in part, a function of available personnel to do so, queries were made about the staffing patterns in the SDE. As a result, it was determined that the number of full-time adult education positions within the SDE had remained unchanged from the pre-project status of "fair" (A-30). Some improvement was noted with respect to the position of staff development specialist. The pre-project commitment to support a permanent specialist was "non-existent", while the post-project commitment to do so was judged to be "fair," "mainly" due to the project (A-44).

Like personnel, funding is also an important consideration in assessing capability to delivery of staff development services.

The data obtained revealed that some improvement had been realized with respect to the proportion of the state "adult education" dollar being devoted to staff development. The pre-project proportion was rated as "poor" and the post-project proportion was seen as "fair." The Regional Project was credited with being "mainly" responsible for this change (A-49).

Increased capability to provide staff development services might also be seen as a function of creating new, innovative delivery systems. However, it appears that the District of Columbia has made very little progress in the area. Both the pre-project and post-project ratings of the provisions for non-traditional approaches were reported to be "fair" (A-31).

The final two criteria used to indicate the extent of progress toward Objective #2 dealt with the quality of the staff development services provided (A-58) and with the likelihood that a self-sustaining staff development system would be in operation by the project's termination (A-40). The quality of services remained unchanged from the pre-project status of "good." Likewise, the likelihood of there being an operational self-sustaining staff development system by July 1, 1975, remained unchanged from "fair" (A-40).

The overall pre-project mean and post-project mean for the above criteria used to analyze the District of Columbia's progress toward Regional Objective #2 was 3.1 and 3.9, respectively. Translated into their qualitative equivalents, these figures

mean that the District of Columbia 's pre-project status reference Regional Objective #2 was "fair" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.1. This figure indicates that the overall change noted in these criteria was judged to be "somewhat attributable" to the Regional Project. The conclusion drawn from these data is that the District of Columbia made some progress toward Regional Project Objective #2 and that the Regional Project may rightly take partial credit for this achievement.

REGIONAL OBJECTIVE #3 -- To Develop Commitment To And Methodology For The Maintenance Of An On-Going State Plan Incorporating A Regional Concept Of Staff Development, And A Continuous Assessment Of Needs. (Table, D.C.-3)

The District of Columbia appears to have slightly declined in its support of a regional approach to staff development. The pre-project support was rated as "excellent," while the post-project support was judged as "good" (A-3). However, the SDE's understanding of and clarity with regard to the intents and procedure of the Regional Project for staff development changed from "fair" to "good" (A-4). The Project itself was felt to be "mainly" responsible for both of these changes.

With regard to mechanisms for needs assessment, the State was rated as doing a "fair" job in this area both prior to and after the project (A-10). The extent to which functional planning and/or advisory bodies were utilized for determining

(D.C.) TABLE 2

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER TWO

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
1	The capability of the SDE to deliver S.D. activities	3.5	5.0	3.5
16	The enrollments in SDE sponsored S.D. activities	3.5	4.5	4.0
17	The frequency and variety of SDE sponsored S.D. activities	4.5	5.0	4.0
30	The number of full-time adult education positions within the SDE	3.0	3.0	1.0
31	SDE plans or provisions for non-traditional approaches to meeting S.D. needs	3.0	3.5	2.5
44	The commitment to supporting a permanent staff development specialist position	1.0	3.5	4.0
49	The proportion of the state "adult education dollar" being devoted to staff development	2.0	3.0	4.0
58	The quality of non-credit SDE or HEI staff development activities	4.0	4.0	3.0
40	The likelihood/certainty of there being a continuing, self-sustaining a. e. S.D. system operational by 6-30-75.	3.5	3.5	2.0
	$\bar{X}$ for all criteria	3.1	3.9	3.1

a, b
See P. 65 for codes

staff development needs improved from "poor" to "fair" during this same period (A-34). This improvement related to the District's capability to assess staff development needs was felt to be "somewhat attributable" to the Regional Project.

With regard to planning for staff development, it was reported that the District's capability for long-range planning in this area improved from "fair" to "good" (A-2). The extent to which the SDE engaged in on-going reviews of the State Plan for Staff Development changed drastically from "non-existent" to "good" during the project (A-35). The extent to which such plans were, in fact, adhered to and/or accomplished changed from "poor" to "good" (A-36). Each of these improvements in planning for staff development was rated as being "mainly attributable" to the Regional Project.

The overall pre-project mean and post-project mean for the above criteria used to analyze the District of Columbia's progress toward Regional Objective #3 was 2.1 and 3.9, respectively. Translated into their qualitative equivalents these figures mean that the District of Columbia's pre-project status reference Regional Objective #3 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.9. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the project. The conclusion drawn from these data is that the District of Columbia made outstanding progress toward

Regional Project Objective #3 and that the Regional Project may rightly take credit for being "mainly" responsible for this accomplishment.

REGIONAL OBJECTIVE #4 -- To Develop Complimentary Areas Of Expertise In Adult Education Among Participating Programs, Agencies And Organizations; Develop Broad Capabilities To Implement Coordination Of Staff Development On Both A Regional And State-Wide Bases. (Table, D.C.-4)

Considerable improvements appear to have been made with respect to the SDE's awareness of and utilization of regional staff development resources. Both dimensions were reported as "non-existent" prior to the project. Post-project rating indicated that awareness of regional resources had improved to "good" and utilization had improved to "excellent." The project was seen as "somewhat" responsible for the increased awareness and seen as "mainly" responsible for the increased utilization (A-5,6). Within the District itself, the quantity of the SDE's involvement with the HEI with regard to staff development was reported to have improved from "fair" to "good." However, the quality of such involvement was judged to have declined from "good" to "fair." The project was seen as "somewhat" responsible for these alterations.

It was further reported that communication between the SDE, HEI, and local programs in the District regarding staff development changed from a pre-project condition of "fair" to a post-project condition of "excellent." This important improvement

(D.C.) TABLE 3

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER THREE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
3	The support of the SDE to a regional approach to S.D.	0.5	4.0	4.0
4	The SDE's understanding and clarity with regard to the regional project's intents and procedures	3.0	4.0	4.0
10	The SDE's mechanisms for needs assessments regarding S.D.	3.0	3.5	3.5
34	The extent to which a functional planning and/or advisory committee has been utilized by the SDE for adult educators S.D. purposes	2.0	3.5	4.0
2	The capability of the SDE to develop long range plans for S.D.	2.5	4.5	4.0
35	The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	1.5	4.0	3.7
36	The extent to which the state plan for S.D. has been adhered to and/or accomplished	2.5	4.0	4.0
	$\bar{X}$ for all criteria	2.1	3.9	3.9

a, b
See P. 65 for codes

was considered to be "mainly" attributable to the project (A-32). Communication between the SDE's and HEI's within the region was seen as changed, "mainly" because of the project, from "poor" to "good" (A-33). Finally, the extent of clarification of the unique and complimentary roles of the SDE, HEI, and the staff development specialist changed from a status of "fair" to a status of "good." This shift was felt to be "mainly" due to the influence of the Regional Project (A-41).

The overall pre-project mean and post-project mean for the above criteria used to analyze the District of Columbia's progress toward Regional Ojbective #3 was 2.5 and 4.1, respectively. Translated into their qualitative equivalents, these figures mean that the District of Columbia's pre-project status reference Regional Objective #4 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.5. This figure indicates that the overall change noted for these criteria was felt to be "somewhat" due to the Regional Project. The conclusion drawn from these data is that the District of Columbia made outstanding progress toward Regional Project Objective #4 and that the project may rightly take credit for being "somewhat" responsible for this accomplishment.

REGIONAL OBJECTIVE #5 -- To Provide Readily Accessible Educational Opportunities In Local Areas; Establishing A Highly Trained Base Of Local Leadership In Adult Education, Consonant With The Racial And Cultural Composition Of The Area. (Table, D.C.-5)

(D.C.) TABLE 4

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FOUR

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
5	The SDE's awareness of S.D. resources available within the region	1.0	4.0	3.5
6	The SDE's extent of utilization of regional S.D. resources	1.5	5.0	4.0
8	The quantity of SDE involvement with HEI's regarding SD activities	3.3	4.3	3.0
9	The quality of SDE involvement with HEI's regarding SD activities	3.7	3.0	3.0
32	The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	3.0	4.7	4.0
33	The communication between the SDE's and HEI's within the region regarding adult education S.D.	2.0	4.0	4.0
41	Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	2.7	4.0	4.0
	$\bar{X}$ for all criteria	2.5	4.1	3.5

a, b
See P. 65 for codes

The SDE's efforts to enhance local staff development expertise remained unchanged from its pre-project status of good, (A-11). However, the District did make progress in (a) providing incentives for participation in staff development, and (b) identifying and eliminating actual barriers to participation. The improvements made in these two areas were from a pre-project status of "fair" to a post-project status of "good". These changes were considered as "mainly" due to the project (A-38-39). Some very minor progress was made with respect to the likelihood of using CEU's (Continuing Education Units) for participation in staff development. This incentive changed from "non-existent" to "poor". However, this change was considered as"mainly" due to the project (A-42). Finally, the quantity and quality of dissemination of professional information and knowledge about adult education reported as unaltered from the pre-project status of "good" (A-59,60).

The overall pre-project mean and post-project mean for the above criteria used to analyze the District of Columbia's progress toward Regional Objective #5 was 3.5 and 3.7, respectively. Translated into their qualitative equivalents, these figures mean that the District of Columbia's pre-project status was "fair" and the post-project status was "good" with respect to Regional Objective #5. Furthermore, the mean causal rating for these criteria was 3.5. This figure indicates that the overall change noted in these criteria was felt to

(D.C.) TABLE 5

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FIVE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
11	The SDE's efforts to develop local S.D. expertise	4.5	4.5	3.0
38	The provisions for incentives for participation in S.D. activities	3.0	4.0	4.0
39	The efforts made to identify and eliminate barriers to S.D. participation	3.0	3.7	4.0
42	The likelihood of the CEU concept being utilized in relation to S.D. participation	1.0	2.0	4.0
59	The quantity of dissemination of professional information and knowledge about adult education	4.0	4.0	3.0
60	The quality of dissemination of professional information and knowledge about adult education	4.0	4.0	3.0
	$\bar{X}$ for all criteria	3.5	3.7	3.5

a, b
See P. 65 for codes

be "somewhat attributable" to the project. The conclusion drawn from these data is that the District of Columbia made only very slight progress toward Regional Project Objective #5 and that the project may take some credit for the progress which was made.

REGIONAL OBJECTIVE #6 -- To Relate Systematically To The Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, And Inter-Agency Public And Private Programs. (Table D.C. - 6).

Respondents in the District of Columbia reported that the pre-project status with respect to planning, implementing and evaluating staff development activities cooperatively with non-school based agencies was "fair". The post status for planning and implementing was reported as "good", while the post status for evaluation was "excellent". The improvements noted were felt to be "somewhat" attributable to the project. (A-12, 13, 14).

These data suggest greater numbers of non-adult educators have been involved in various aspects of program development. A pre-post project change was noted with respect to the extent to which such persons had been exposed to the field itself. Specifically, the pre-project status was "fair" and the post-project status was rated as "good". This degree of change was felt to be "mainly" attributable to the Regional Project (A-20).

The overall pre-project mean and post-project mean for the criteria used to anlayze the District of Columbia's progress toward Regional Objective #6 was 3.2 and 4.2, respectively. Translated into their qualitative equivalents, these figures indicate that the District of Columbia's pre-project status reference Regional Objective #6 was "fair" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.6. This figure indicates that the overall change noted in these criteria was judged to be "mainly" attributable to the Regional Project. The conclusion drawn from these data is that the District of Columbia made some progress with respect to Regional Objective #6, and that the Regional Project may mainly take credit for this accomplishment.

REGIONAL OBJECTIVE # 7 -- To Enhance The Status Of Adult Education Divisions Within State Departments Of Education, Encouraging The Direction Of State And Local Funds Into Adult Education Staff Development (Table D.C.-7).

The status of the adult education section within the total State Department of Education was reported to have only slightly changed from the pre-project status of "fair". However, this slight improvement was seen as "mainly" due to the District's participation in the Regional Project (A-15). The status of district and federal funding of adult education in the District of Columbia also failed to change during this same period (Pre-post = fair) (A-18, 19).

(D.C.) TABLE 6

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SIX

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
12	The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	3.5	4.0	3.5
13	The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	3.5	4.0	3.5
14	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	3.0	5.0	3.5
20	Extent to which persons not working in adult education have been exposed to the field of adult education	3.0	4.0	4.0
	$\bar{X}$ for all criteria	3.2	4.2	3.6

a, b
See P. 65 for codes

The enhancing of status and the encouraging of funding were considered in this study to be related to the extent to which significant audiences were informed about adult education. As such, an effort was made to determine the extent to which the state made plans or took actions to so orient school administrators, university deans, school board members and state department of education personnel. In each instance, the Regional Project was seen as "mainly" responsible for the improvement of orientation. Plans and actions from a pre-project status of "fair" to a post-project status of "good" (A-37 a,b,c,d).

The overall pre-project mean and post-project mean for the criteria used to analyze the District of Columbia's progress toward Regional Objective #7 was 3.1 and 3.6, respectively. Translated into their qualitative equivalents, these figures indicate that the District of Columbia's pre-project status reference Regional Objective #7 was "fair" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.1. This figure indicates that the overall change noted in these criteria was judged to be "somewhat attributable" to the Regional Project. The conclusion drawn from these data is that the District of Columbia made only very slight progress toward Regional Objective #7 and that the Regional Project itself was"somewhat responsible" for what progress was made.

(D.C.) TABLE 7

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SEVEN

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
15	The status of adult education section within the total SDE context	3.0	3.5	4.0
18	The SDE's funding support from the federal level for adult programs	3.0	3.0	1.0
19	The SDE's funding support from the state level for adult programs	3.0	3.0	1.0
37	The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D Activities:			
	a. school administrators	3.3	4.0	4.0
	b. university deans	3.0	4.0	4.0
	c. school board members	3.3	4.0	4.0
	d. non-a.e. SDE staff	3.3	4.0	4.0
	$\bar{X}$ for all criteria	3.1	3.6	3.1

a, b
See P. 65 for codes

REGIONAL OBJECTIVE #8 -- To Develop A Training Model Based On The Description Of Roles, Functions, And Tasks For All Adult Education Staff.

Only one criterion was used to assess progress toward this objective, namely, the extent to which state department of education staff development activities for adult educators were related to competency models. The pre-project status of this criterion was seen as "fair". The post-project status was rated as "good". This change was felt to be "somewhat attributable" to the project (a-7). The conclusion for these data is that the District of Columbia made only very slight progress toward Regional Objective #8 and that the progress was somewhat due to the existance of the Regional Project.

B. Summary of External/Self Evaluation of Progress Toward Regional Objective

Table (District of Columbia) -- 8 rank-orders the eight Regional Project Objectives according to the degree of progress which the District of Columbia experienced with respect to each. Examination of the pre-post status column reveals that the District of Columbia made progress toward each objective. The greatest degree of progress was made with respect to Objective #3 and #4, in that order.

> Objective #3 -- To develop commitment to and methodology for the maintenance of an on-going state plan incorporating a regional concept of staff development, and a continuous assessment of needs.

Objective #4 -- To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.

District of Columbia's least progress was made with respect to Objective #5 and #7, in that order.

Objective #5 -- To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in Adult Education, consonant with the racial and cultural composition of the area.

Objective #7 -- To enhance the status of adult education divisions within state departments of education, encouraging the direction of state and local funds into adult education staff development.

By examining the "degree of change" column in light of the following scale, the extent of progress toward each objective may be further summarized.

Degree of Change	Rating of Progress
0.0 - 0.5	very slight
0.6 - 1.0	some
1.1 - 1.5	considerable
1.6 - and over	outstanding

Using the above scale, it was concluded that the District of Columbia made outstanding progress toward Objectives #3 and 4; some progress toward Objectives #1, 2, 6, and 8; and only very slight progress toward Objectives #5 and 7.

Examination of the means for the pre-post column led to the conclusion that the District of Columbia's status with respect to the eight objectives taken collectively, changed from "fair" (2.7) to "good" (3.6). Furthermore, examination of the mean for the "causal rating" column led to the conclusion that the District of Columbia's overall progress was

(D.C.) TABLE 8

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal[b] Rating
	Pre[a]	Post[a]			
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	2.2	3.3	1.0	3rd tie	3.2
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	3.1	3.9	0.8	4th	3.1
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuous assessment of needs.	2.1	3.9	1.8	1st	3.9
4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	2.5	4.1	1.5	2nd	3.9
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	3.5	3.7	0.2	6th	3.5
6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.	3.2	4.2	1.0	3rd tie	3.6

TABLE 8 (continued)

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating[b]
	Pre[a]	Post[a]			
7. To enhance the status of adult education divisions within State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	3.1	3.6	0.5	5th	3.1
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	1.0	2.0	1.0	3rd tie	4.0
$\bar{X}$ for all Objectives	2.7	3.6			3.5

a,b,
See p. 65 for codes

"somewhat" attributable to the Regional Project (3.5).

II. PEER EVALUATION

A. Findings (General)

1. There appears to be generally good support for the concept of staff development, both at the State Department of Education and at D.C. Teachers College.

2. Five of the seven District of Columbia S.D. project goals have been accomplished. Another goal (that of an M.A. in Adult Education) will be accomplished with merger of D.C. Teachers College, Federal City College and Washington Technical Institute into a single university. A professional certificate has been approved.

3. Plans for future staff development activities have not been finalized, but are under consideration.

4. The scope of Adult Education is seen differently at different levels in Adult Education organization.

5. Individuals, at several levels in the organization attribute the regional project with providing them with an opportunity for personal and professional growth.

B. Findings (Specific)

1. Local ABE Personnel

   a. The teachers feel more confident and competent in their teaching activities due to training provided by the staff development project.

   b. Part-time teachers say that S.D. has also helped them in their secondary and/or elementary teaching assignments.

   c. There have been less complaints of teacher's attitudes, methods, etc. since the beginning of the S.P. Project.

   d. Informal channels of communication between HEI and State Department of Education seem to be extremely good.

2. District of Columbia Teachers College

   a. There appears to be strong support for S.P. at the college. Four positions have been requested for Adult Education.

   b. There is a spirit of community among D.C.T.C. and the other HEI is in the region, however there is little communication among the HEI's offering graduate courses in Adult Education in Washington, D.C.

   c. The Dean of D.C.T.C. appears to support the idea of a B.A. in Adult Education if there is a need in the community.

   d. The Adult Education program appears to have gained support among the faculty of other disciplines since several of them have enrolled in Adult Education courses.

3. State Department of Education

   a. The Assistant Superintendent of Education understands the importance of Adult Education as a part of the total educational program.

   b. There is some confusion concerning specifically what constitutes proper certification for ABE teachers.

C. Recommendations

1. Develop close coordination with other institutions offering adult education degrees and non-credit S.D. activities to avoid duplication and to insure that the interests of the community are best served.

2. Explore the feasibility of a second level of resource personnel (teacher trainers) to assist in pre and in-service training for ABE personnel.

3. Develop an in house public relations program to education all levels of staff of the benefits of a separate certification program for adult education.

4. Develop a contract with D.C.T.C. in terms of specific activities and deserved outcomes, particularly in courses designed for ABE practitioners.

5. Develop communication channels between ABE personnel and other components of the Adult Education effort (Community ed., etc.)

6. Provide S.D. training in the use of local resources, community education facilities, etc.

7. Insure that the D.C.T.C. has time from the required credit teaching load to do non-credit educational workshops and institutes.

8. Provide means of communications for the adult education professor to furnish input to the top level college administration.

9. Develop channels of communication with the State Department of Education to insure that the Adult Education philosophy in pervasive throughout the Department.

D. Summary

The Staff Development activity in Washington, D.C. is admirable. The people have developed a rapport and have a dedication that insures that, with continued planning and effort, the needs of the adult learner in Washington, D.C. will be met.

The hospitality shown to the evaluation team by all at D.C. Teachers College and at the Adult Demonstration Center made this a memorable visit. We wish to thank all concerned for the planning and care that obviously went into the preparations for our visit.

STATE DEPARTMENT OF EDUCATION STAFF

MS. THELMA M. CORNISH, COORDINATOR, ADULT AND CONTINUING EDUCATION
MS. NAOMI KEITER, STAFF DEVELOPMENT SPECIALIST

COOPERATING INSTITUTIONS:

MORGAN STATE COLLEGE

DEAN BERYL W. WILLIAMS, CENTER FOR CONTINUING EDUCATION
MR. CHARLES TALBERT, CENTER FOR CONTINUING EDUCATION
MR. HARTS BROWN, CENTER FOR CONTINUING EDUCATION

COPPIN STATE COLLEGE

MS. GLORIA TAYLOR, ADULT EDUCATION PROGRAMS

I EXTERNAL/SELF-EVALUATION

A. Outcomes in Relation to Specific Regional Project Objectives.

REGIONAL OBJECTIVE #1--To Establish at Least One Adult Education Staff Development Program in an Institution of Higher Education in Each State to Reflect the Geographic, Racial, and Cultural Needs of the Region. (See Table Md.1)

The pre-project status of the HEI's in Maryland offering degrees in adult education was rated as "poor." By the conclusion of the project, the status was rated as "fair." (A-28)[1] Respondents reported that this change was "somewhat attributable" to the Regional Project. The extent to which the staff development activities were reflective of the cultural, economic, and racial characteristics of the State remained unchanged from the pre-project status of "good." (A-29)

In probing the establishment of the HEI degree in Adult Education further, other significant observations were gleaned. For example, it appears that the programs thus established have developed only slight internal university support necessary for its institutionalization. The provisions for university matching funds to support such programs were rated as "non-existent" initially and were only rated as "poor" by the project's termination. This small improvement was seen as "slightly attributable" to the Regional Project. (A-43)

The commitment of the State Department of Education to support HEI faculty positions for both credit and non-credit staff develop-

[1] (A-28)= For specific criterion statement see Appendix A, item 28.

ment activities improved from "poor" to "good." The shift in support for these activities was seen as "mainly attributable" to the project. (A-45,46) The HEI commitment to support faculty for both credit and non-credit activities improved in a similar fashion and was seen as "somewhat" because of the Regional Project. (A-47, 48)

When this later funding (A-47,48) is coupled with an earlier one (A-43) it appears that the State HEI's had improved little with respect to overt, dollar support of adult education programs but had improved considerably in their covert support of the activities in which such programs engaged.

The HEI's quality of responsiveness to credit and degree needs of adult education in the state improved from "non-existent" to "fair" during the project, mainly due to the Regional Project. The quantity of such responsiveness to non-credit and inservice needs shifted from "poor" to "good." Here, too, the Regional Project was felt to be mainly responsible for the progress. (A-50, 51,52,53)

The HEI representative (the adult education professor) was reported to be increasingly fulfilling a continuing consultant role to adult education programs. The pre-post shift noted for this criterion was from a "non-existent" status to "fair." Here, too, the change was seen as "mainly" due to the project. (A-54) Finally, the enrollment in both credit and degree programs in adult education showed some improvements by shifting from "poor" to "fair." (A-55) This change was reported to be "somewhat" due

to the project. The quality of such offerings improved from "fair" to "good." The shifts in quality were seen as mainly attributable to the project. (A-55,56,57) The overall pre-project mean and post-project mean for the above criteria used to analyze Maryland's progress toward Regional Objective #1 was 2.2 and 3.6, respectively. Translated into their qualitative equivalents, these figures mean that Maryland's pre-project status reference Regional Objective #1 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.6. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that Maryland made considerable progress toward Regional Project Objective #1, and that the regional project may rightly take credit for being mainly responsible for this accomplisment.

REGIONAL OBJECTIVE #2--To Build Staff Development Capability by Increasing the Number, Scope, and Quality of Training Resources Within Each State Which Will Continue and Expand After the Completion of the Three Year Project. (See Table Md. 2).

Obviously, the previous documentation of the accomplishment of Objective #1 is supportive of the objective currently being considered. However, a number of specific criteria also have a direct relationship to the consideration of this objective. When asked to assess the State Department's of Education capability to develop staff development activities, respondents rated the

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER ONE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
28	The number of HEI's offering degrees in adult education	2.0	3.0	3.0
29	The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	4.0	4.0	2.5
43	The extent to which matching contributions have been provided for by the co-operating HEI's	1.0	2.0	2.5
45	Commitment of the SDE to support HEI faculty positions for credit S.D. activities	2.0	4.0	4.0
46	Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	2.0	4.0	4.0
47	Commitment of the cooperating HEI's to support faculty for credit S.D. activities	2.5	4.0	3.5
48	Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	2.5	4.0	3.5
50	The HEI's responsiveness (quality) to the credit and degree needs of adult educators	1.0	3.5	4.0
51	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	2.0	4.0	4.0

(Md.) TABLE 1 (continued)

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
52	The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	2.5	4.0	4.0
53	The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	2.5	4.0	3.5
54	The HEI representatives' role as a continuing on-call consultant	1.5	3.5	4.5
55	The enrollments in HEI graduate and/or under-graduate adult education credit courses	2.0	3.0	3.5
56	The enrollments in HEI graduate and under-graduate degree programs in adult education	2.0	3.0	3.5
57	The quality of HEI credit courses and/or degree programs in adult education	3.0	4.0	4.0
	$\bar{X}$ for all criteria	2.2	3.6	3.6

[a] CODE: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

[b] CODE: 1-I.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable.

pre-project status as "poor" and the post-project status as "good." (A-1) Accordingly, it was reported that enrollments in such State Department of Education sponsored activites improved from "fair" to "good." (A-16) The frequency and variety of these sessions also had originally been judged as "fair" and was later rated as "excellent." (A-17) Each of these instances of improved capability was reported as being "somewhat attributable" to the Regional Project.

Since capability to deliver staff development services is, in part, a function of available personnel to do so, queries were made about the staffing patterns within the State Department of Education. However, it was determined that the number of full-time adult education positions within the State Department of Education had only slightly increased and were essentially still considered as "fair." (A-30) While the latter observed change was not as dramatic as experienced by other criteria, a somewhat greater improvement was noted with respect to the position of staff development specialist. The pre-project commitment to support a permanent specialist was "poor," while the post-project commitment to do so was judged to be "good." (A-44) The slight change noted for State Department of Education positions was seen as only "slightly attributable" to the regional project while the improvements with respect to the staff development specialist position were seen as "mainly attributable" to the Regional Project.

Like personnel, funding is also an important consideration in assessing capability to deliver staff development services. The

data obtained revealed that only slight improvement had been realized with respect to the proportion of the state "adult education" dollar being devoted to staff development. Both the pre-project and the post-project proportion was rated as "fair." The Regional Project was credited with being "somewhat" responsible for the small change noted. (A-49)

Increased capability to provide staff development services might also be seen as a function of creating new, innovative delivery systems. However, it appears that Maryland has made very little progress in the area. The pre-project and post-project ratings of the provisions for non-traditional approaches were reported to be "poor." (A-31) This funding is somewhat surprising considering the fine videotape series which the State developed for the training of adult educators.

The final two criteria used to indicate the extent of progress toward objective #2 dealt with the quality of the staff development services provided (A-58) and with the likelihood that a self-sustaining staff development system would be operational by the project's termination. (A-40) The quality of services improved from "fair" to "good," "mainly" because of the Regional Project. The likelihood of there being an operational self-sustaining staff development system by July 1, 1975, improved from "fair" to "good" --an outcome judged to be "somewhat attributable" to the project. (A-40)

The overall pre-project mean and post-project mean for the above criteria used to analyze Maryland's progress toward Regional

Objective #2 was 2.9 and 3.7, respectively. Translated into their qualitative equivalents, these figures mean that Maryland's pre-project status reference Regional Objective #2 was "fair" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.3. This figure indicates that the overall change noted in these criteria was judged to be "somewhat attributable" to the Regional Project. The conclusion drawn from these data is that Maryland made some progress toward Regional Project Objective #2 and that the Regional Project may rightly take credit for being "somewhat responsible" for this achievement.

REGIONAL OBJECTIVE #3--To Develop Commitment to and Methodology for the Maintenance of an On-Going State Plan Incorporating a Regional Concept of Staff Development, and a Continuous Assessment of Needs. (See Table Md.3)

Maryland appears to have changed considerably with respect to its support of a regional approach to staff development. The pre-project support was rated as "non-existent," while the post-project support was judged as "good." (A-3) Surprisingly, the State Department's of Education understanding of and clarity with regard to the intents and procedure of the Regional Project for staff development slipped from "good" to "fair." (A-4) The project itself was felt to be "mainly" responsible for the latter change and "somewhat" responsible for the former one.

With regard to mechanisms for needs assessment, the State was rated as doing a "poor" job in this area prior to the project and as doing a "good" job by the project's end. (A-10) The

(Md.) TABLE 2

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER TWO

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
1	The capability of the SDE to deliver S.D. activities	2.5	4.0	3.0
16	The enrollments in SDE sponsored S.D. activities	4.0	4.0	3.0
17	The frequency and variety of SDE sponsored S.D. activities	3.5	4.0	3.5
30	The number of full-time adult education positions within the SDE	3.0	3.5	2.5
31	SDE plans or provisions for non-traditional approaches to meeting S.D. needs	2.0	2.5	3.0
44	The commitment to supporting a permanent staff development specialist position	2.0	4.0	4.5
49	The proportion of the state "adult education dollar" being devoted to staff development	3.0	3.5	3.0
58	The quality of non-credit SDE or HEI staff development activities	3.0	4.0	3.5
40	The likelihood/certainty of there being a continuing, self-sustaining a. e. S.D. system operational by 6-30-75.	3.0	4.0	3.5
	$\bar{X}$ for all criteria	2.9	3.7	3.3

a, b
See P. 94 for codes

change was seen as "mainly" due to the project. The extent to which functional planning and/or advisory bodies were utilized for determining staff development needs improved from "poor" to "fair" during this same period. (A-34) This improvement related to the State's capability to assess staff development needs was only felt to be "slightly attributable" to the Regional Project.

With regard to planning for staff development, it was reported that the State's capability for long-range planning in this area slipped from "excellent" to "good." (A-2) This decline was reported to be somewhat due to the Regional Project. The extent to which the State Department of Education engaged in on-going reviews of the state plan for staff development changed from "non-existent" to "fair" during the project. (A-35) The extent to which plans were, in fact, adhered to and/or accomplished changed from "poor" to "good." (A-36) These latter two improvements in planning for staff development were rated as being "mainly attributable" to the Regional Project.

The overall pre-project mean and post-project mean for the above criteria used to analyze Maryland's progress toward Regional Objective #3 was 2.6 and 3.7, respectively. Translated into their qualitative equivalents, these figures mean that Maryland's pre-project status reference Regional Objective #3 was "fair" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.7. This

figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the project. The conclusion drawn from these data is that Maryland made considerable progress toward Regional Objective #3 and that the Regional Project may rightly take credit for being "mainly responsible" for this accomplishment.

REGIONAL OBJECTIVE #4--To Develop Complementary Areas of Expertise in Adult Education Among Participating Programs, Agencies, and Organizations; Develop Broad Capabilities to Implement Coordination of Staff Development on Both a Regional and State-Wide Bases. (See Table Md. 4).

Considerable improvements appear to have been made with respect to the State Department's of Education awareness of andutilization of regional staff development resources. Both dimensions were reported to have changed from "non-existent" to "fair" and were considered as "somewhat attributable" to "mainly attributable" to the Regional Project. (A-5,6) Within the State itself, both the quantity and quality of the State Department's of Education involvement with the HEI with regard to staff development was reported to have improved from "fair" to "good" and was judged to be "mainly attributable" to the Regional Project. (A-8,9)

Commensurate with these improvements, it was further reported that communication between the State Department of Education, HEI and local programs in the State regarding staff development changed from a pre-project condition of "fair" to a post-project condition of "good." This improvement was considered to be "somewhat attributable" to the project. (A-32) However, communication

(Md.) TABLE 3

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER THREE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
3	The support of the SDE to a regional approach to S.D.	1.0	4.0	3.5
4	The SDE's understanding and clarity with regard to the regional project's intents and procedures	4.5	3.5	4.0
10	The SDE's mechanisms for needs assessments regarding S.D.	2.0	4.0	4.5
34	The extent to which a functional planning and/or advisory committee has been utilized by the SDE for adult educators S.D. purposes	2.0	3.0	2.5
2	The capability of the SDE to develop long range plans for S.D.	5.0	4.0	3.5
35	The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	1.5	3.5	4.0
36	The extent to which the state plan for S.D. has been adhered to and/or accomplished	2.0	4.0	4.0
	$\bar{X}$ for all criteria	2.6	3.7	3.7

a, b
See P. 94 for codes

between the State Department of Education and HEI within the region was changed, "mainly" because of the project, from "non-existent" to "fair." (A-33) Finally, the extent of clarification of the unique and complementary roles of the State Department of Education, HEI and the staff development specialist, changed dramatically from a status of "non-existent" to a status of "good." This shift was felt to be "somewhat" due to the influence of the Regional Project. (A-41)

The overall pre-project mean and post-project mean for the above criteria used to analyze Maryland's progress toward Regional Objective #4 was 1.9 and 3.8, respectively. Translated into their qualitative equivalents, these figures mean that Maryland's pre-project status reference Regional Objective #4 was "poor" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.7. This figure indicates that the overall change noted for these criteria was felt to be "mainly" due to the Regional Project. The conclusion drawn from these data is that Maryland made outstanding progress toward Regional Project Objective #4 and that the project may rightly take credit for being mainly responsible for this accomplishment.

REGIONAL OBJECTIVE #5--To Provide Readily Accessible Educational Opportunity in Local Areas; Establishing a Highly Trained Base of Local Leadership on Adult Education, Consonant with the Racial and Cultural Composition of the Area. (See Table Md. 5).

(Md.) TABLE 4

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FOUR

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
5	The SDE's awareness of S.D. resources available within the region	0.3	3.5	3.5
6	The SDE's extent of utilization of regional S.D. resources	0.5	3.5	4.0
8	The quantity of SDE involvement with HEI's regarding SD activities	3.0	4.5	4.0
9	The quality of SDE involvement with HEI's regarding SD activities	3.5	4.0	4.0
32	The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	3.0	4.0	3.0
33	The communication between the SDE's and HEI's within the region regarding adult education S.D.	1.5	3.5	4.0
41	Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	1.5	4.0	3.5
	$\bar{X}$ for all criteria	1.9	3.8	3.7

a, b
See P. 94 for codes

State Department of Education efforts to enhance local staff development expertise improved somewhat because of the project from "fair" to "good." (A-11) No doubt this change was a function of the progress the state made in identifying and eliminating actual barriers to participation. The improvement made in this regard was from a pre-project status of "non-existent" to a post-project status of "fair." This change was considered as "somewhat" due to the project. Incentives for participation in staff development were not affected by the Regional Project. Both the pre-project and post-project status was rated to be "good." (A-38,39) Further, reflective of the progress made in fostering staff development participation was the fact that the likelihood of using CEU's (Continuing Education Units) in relation to participation in staff development changed from "non-existent" to "fair." This change was considered as "mainly" due to the project. (A-42) The quantity of dissemination of professional information and knowledge about adult education was altered "somewhat" by the project, from "non-existent" to "fair." (A-59) The quality of such dissemination remained essentially unchanged.

The overall pre-project mean and post-project mean for the above criteria used to analyze Maryland's progress toward Regional Objective #5 was 2.5 and 3.6, respectively. Translated into their qualitative equivalents, these figures mean that Maryland's pre-project status was "poor" and the post-project status was "fair" with respect to Regional Objective #5. Further-

more, the mean causal rating for these criteria was 3.1. This figure indicates that the overall change noted in these criteria was felt to be "somewhat" due to the project. The conclusion drawn from these data is that Maryland made considerable progress toward Regional Project Objective #5 and that the project may rightly take credit for a portion of this achievement.

REGIONAL OBJECTIVE #6--To Relate Systematically to the Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, and Inter-Agency Public and Private Programs. (See Table Md. 6).

Respondents in Maryland reported that both the state's pre-project status and post-project status with respect to planning and implementing staff development activities co-operatively with non-school based agencies was "fair." Slight improvement was noted in the degree to which programs were cooperatively evaluated. The pre-project/post-project shift was from "non-existent" to "poor"--a shift described as being somewhat attributable to the project. (A-12,13,14)

While these data suggest greater numbers of non-adult educators have been involved in various aspects of program development, little pre-project or post-project change was noted with respect to the extent to which such persons had been exposed to the field itself. Specifically, both the pre-project and post-project status was rated as "fair." The little degree of change noted was only felt to be somewhat attributable to the regional project. (A-20)

(Md.) TABLE 5

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FIVE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
11	The SDE's efforts to develop local S.D. expertise	3.5	4.0	3.5
38	The provisions for incentives for participation in S.D. activities	4.0	4.0	1.0
39	The efforts made to identify and eliminate barriers to S.D. participation	1.5	3.5	3.5
42	The likelihood of the CEU concept being utilized in relation to S.D. participation	1.5	3.0	4.0
59	The quantity of dissemination of professional information and knowledge about adult education	1.5	3.5	3.5
60	The quality of dissemination of professional information and knowledge about adult education	3.0	3.5	3.5
	$\bar{X}$ for all criteria	2.5	3.6	3.1

a, b
See P. 94 for codes

(Md.) TABLE 6

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SIX

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
12	The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	3.0	3.5	2.5
13	The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	3.0	3.5	2.5
14	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	1.5	2.0	3.0
20	Extent to which persons not working in adult education have been exposed to the field of adult education	3.5	3.5	3.0
	$\bar{X}$ for all criteria	2.7	3.1	2.7

a, b
See P. 94 for codes

The overall pre-project mean and post-project mean for the criteria used to analyze Maryland's progress toward Regional Objective #6 was 2.7 and 3.1, respectively. Translated into their qualitative equivalents, these figures indicate that both Maryland's pre & post status reference Regional Objective #6 was "fair." Furthermore, the mean causal rating for these same criteria was 3.3. This figure indicates that the overall change noted in these criteria, though small, was judged to be "somewhat attributable" to the Regional Project. The conclusion drawn from these data is that Maryland made only the slightest progress with respect to Regional Objective #6, and that the Regional Project may take partial credit for whatever progress has been made in this regard.

REGIONAL OBJECTIVE #7--To Enhance the Status of Adult Education Divisions Within State Departments of Education, Encouraging the Direction of State and Local Funds into Adult Education Staff Development. (Table Md. 7).

The status of the adult education section within the total State Department of Education was reported to have remained unchanged from its pre-project status of "fair." (A-15) The status of Federal and State funding of adult education in Maryland, likewise, shifted little during this same period, and remained as "fair." (A-18,19)

The enhancing of status and the encouraging of funding were considered in this study to be related to the extent to which significant audiences were informed about adult education. As such, an effort was made to determine the extent to which the

State made plans or took actions to so orient school administrators, university deans, school board members, and State Department of Education personnel to the field of adult education. The data showed that such plans or actions for school administrators and university deans changed from "poor" to "fair." In both instances, the Regional Project was seen as "mainly" responsible for the improvement. Plans or actions to orient school board members and State Department of Education personnel showed very little improvement. Both the pre-project and post-project status was rated "poor." (A-37a,b,c,d)

The overall pre-project mean and post-project mean for the criteria used to analyze Maryland's progress toward Regional Objective #7 was 2.4 and 3.0, respectively. Translated into their qualitative equivalents, these figures indicate that Maryland's pre-project status reference Regional Objective #7 was "poor" and the post-project status was "fair." The mean causal rating for these same criteria was 2.1. This figure indicates that the overall change noted in these criteria was judged to be only "slightly attributable" to the Regional Project. The conclusion drawn from these data is that Maryland made some progress toward Regional Objective #7, but that the Regional Project itself was only "slightly" responsible for what progress was made.

REGIONAL OBJECTIVE #8--To Develop a Training Model Based on the Description of Roles, Functions, and Tasks for All Adult Education Staff.

(Ms.) TABLE 7

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SEVEN

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
15	The status of adult education section within the total SDE context	3.0	3.0	1.5
18	The SDE's funding support from the federal level for adult programs	3.0	3.0	1.0
19	The SDE's funding support from the state level for adult programs	3.0	3.0	1.0
37	The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D Activities:			
	a. school administrators	2.0	3.5	4.0
	b. university deans	2.0	3.5	4.0
	c. school board members	2.0	2.5	2.0
	d. non-a.e. SDE staff	2.0	2.5	1.5
	$\bar{X}$ for all criteria	2.4	3.0	2.1

a, b
See P. 94for codes

Only one criterion was used to assess progress toward this objective, namely, the extent to which State Department of Education staff development activities for adult education were related to competency models. The pre-project status of this criterion was seen as "non-existent" and the post-project status was rated as "poor." However, this small change was felt to be "solely" attributable to the project. (A-7) The conclusion for these data is that though Maryland made small progress toward Regional Objective #8, the progress was clearly due to the existence of the Regional Project.

B. Summary of External/Self-Evaluation of Progress Toward Regional Objectives.

Table Maryland -- 8 provides a rank order of the eight Regional Project Objectives according to the degree of progress which Maryland experienced with respect to each. Examination of the pre-project and post-project status column reveals that Maryland made progress toward each objective. The greatest degree of progress was made with respect to Objective #4 and #1, in that order.

Objective #4--To Develop Complementary Areas of Expertise in Adult Education Among Participating Programs, Agencies, and Organizations; Develop Broad Capabilities to Implement Coordination of Staff Development on Both a Regional and State-Wide Basis.

Objective #1--To Establish at Least One Adult Education Staff Development Program in an Institution of Higher Education in Each State to Reflect the Geographic, Racial, and Cultural Needs of the Region.

Maryland's least progress was made with respect to Objectives #6 and #7, in that order.

Objective #6--To Relate Systematically to the Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, and Inter-Agency Public and Private Programs.

Objective #7--To Enhance the Status of Adult Education Divisions Within State Departments of Education, Encouraging the Direction of State and Local Funds into Adult Education Staff Development.

By examining the "degree of change" column in light of the following scale, the extent of progress toward each objective may be further summarized.

Degree of Change	Rating of Progress
0.0 - 0.5	Very Slight
0.6 - 1.0	Some
1.1 - 1.5	Considerable
1.6 - and over	Outstanding

Using the above scale, it was concluded that Maryland made "outstanding" progress toward objective #4; considerable progress toward objectives #1,3, and 5; some progress toward objectives #2,7 and 8; and only very slight progress toward objective #6.

Examination of the means for the pre-post column led to the conclusion that Maryland's status with respect to the eight objectives taken collectively changed from "fair" 2.3 to "good."

(Ind.) TABLE 8

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating [b]
	Pre [a]	Post [a]			
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	2.2	3.6	1.4	2nd	3.6
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	2.9	3.7	0.8	6th	3.3
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuous assessment of needs.	2.6	3.7	1.1	3rd	3.7
4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	1.9	3.8	1.9	1st	3.7
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	2.5	3.6	1.1	5th	3.1
6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.	2.7	3.1	0.4	7th	2.7

TABLE 8 (continued)

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating [b]
	Pre [a]	Post [a]			
7. To enhance the status of adult education divisions within State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	2.4	3.0	0.6	7th	2.1
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	1.0	2.0	1.0	8th	5.0
$\bar{X}$ for all Objectives	2.3	3.3			3.4

a,b

See page 94 for codes

Furthermore, examination of the mean for the causal rating column led to the conclusion that Maryland's overall progress was at least "somewhat" due to the Regional Project. (3.4)

II PEER EVALUATION

A. Introduction

As a part of the required evaluation of the U.S.O.E. Region III, Staff Development Consortium Project, Mr. William Dix and Dr. Ronald Sherron were sent as an evaluation team to review, confirm and look for evidence of project accomplishment of stated and unexpected goals and objectives.

B. Evaluation Design

Ample hard data was collected and quantified in the total evaluation design. The on-site team's function was to look for unexpected spin-offs, confirmations of hard data reports and to interview a cross-section of personnel affected by the project to determine their general feelings, attitudes, and suggestions concerning the project's activities.

C. Visit Organization

The on-site visit was extremely well organized. A full two day agenda was prepared with key people and data readily accessible. The results of various scheduled meetings are presented chronologically.

Session I - Maryland State Department of Education

In addition to accomplishment of the various stated goals

of the project, the following unexpected goals were obtained as a result of project involvement.

1. An increased awareness of in-service training needs.
2. More local initiative in conducting in-service training has been noted.
3. A wide variety of other agency involvement has been generated. Several examples are:
   a. Corrections counselors
   b. Manpower employment counselors
   c. Social service agencies
   d. Community college personnel
   e. Armed services
   f. Private institutions of higher learning
   g. Allied health services
   g. Handicapped
4. An additional distribution and dissemination network has been established.
5. Increased cooperation between Region III states has been noted.
6. The identification of a basic core of competencies needed by local adult educators comprised of:
   a. Human relations
   b. Adult psychology
   c. Counseling techniques

7. Adult education has received priority status on the State Board for the first time.
8. State budget has been increased.
9. Adult education is being included on various task forces and on the Inter-divisional Advisory Council.

Unmet Expectations - State Level

1. Not enough emphasis on non-credit activities or too much emphasis on credit offerings.
2. Role of the HEI's as consultants was not fully developed.
3. Lack of commitment from institutions of higher education and the low priority of Adult Education within the academic hierarchy.
4. Poor consultants and their lack of training and understanding of Adult Education.

Unmet Expectations - Consortium Level

1. The desired and proposed external degree program was not developed.
2. Identification of regional goals and services was not fully developed.
3. There was inadequate orientation for HEI's and professors.
4. Dissemination activities from consortium level were inadequate.
5. Towsen State's cooperation was minimal.
6. Staff competencies were not clearly identified.

General Reactions

The general feeling and reactions of the state staff are very

positive. The concensus was that the program will grow and continue to receive increased prestige and funding.

Session II - Local Adult Education Administrators

The afternoon session of the first day was spent with a group of seven adult education administrators who were representative of the urban and rural areas of the state as well as the eastern shore. The following positive benefits of the project were noted:

1. Great increase in training activities since 1971.
2. A number of joint training activities have been conducted thus aiding cross-fertilization and sharing of ideas.
3. ABE offerings have been expanded to more clients.
4. In-service activities are being planned a year in advance.
5. College and university graduate courses in Adult Education are now more available.

The following recommendations were made:

1. More in-service training is needed for the preparation of G.E.D. teachers.
2. In-service training activities need a local coordinator.
3. College and universities should expand their ABE related offerings.
4. More training should be offered in the correctional field.
5. Hold additional staff meetings on local level.
6. New supervisors need orientation to state's resources.
7. Employment opportunities for full-time adult educators

should be expanded.

8. Greater dissemination of materials and methods is desired.

9. More leadership is needed from local HEI's.

Session III- Morgan State

The morning of the second day was spent with the President, Dean of Graduate School, Dean of Center for Continuing Education, Dean of School of Education, and two professors of Adult Education. The results of this session are summarized below:

1. The College has achieved university status and Adult Education has been incorporated into the formal reorganization.
2. Entire School is committed to the Adult Continuing Education concept.
3. Two full-time faculty are being provided by the HEI.
4. Program will concentrate in Administration and Supervision, or Urban Affairs. The degree will be a M. Ed. with various options of study related to teaching, counseling, and administration.
5. Have freedom to develop and have a great deal of local funding opportunities.
6. State Department is very supportive of the program.

Session IV - Wrap-Up Session with State Department

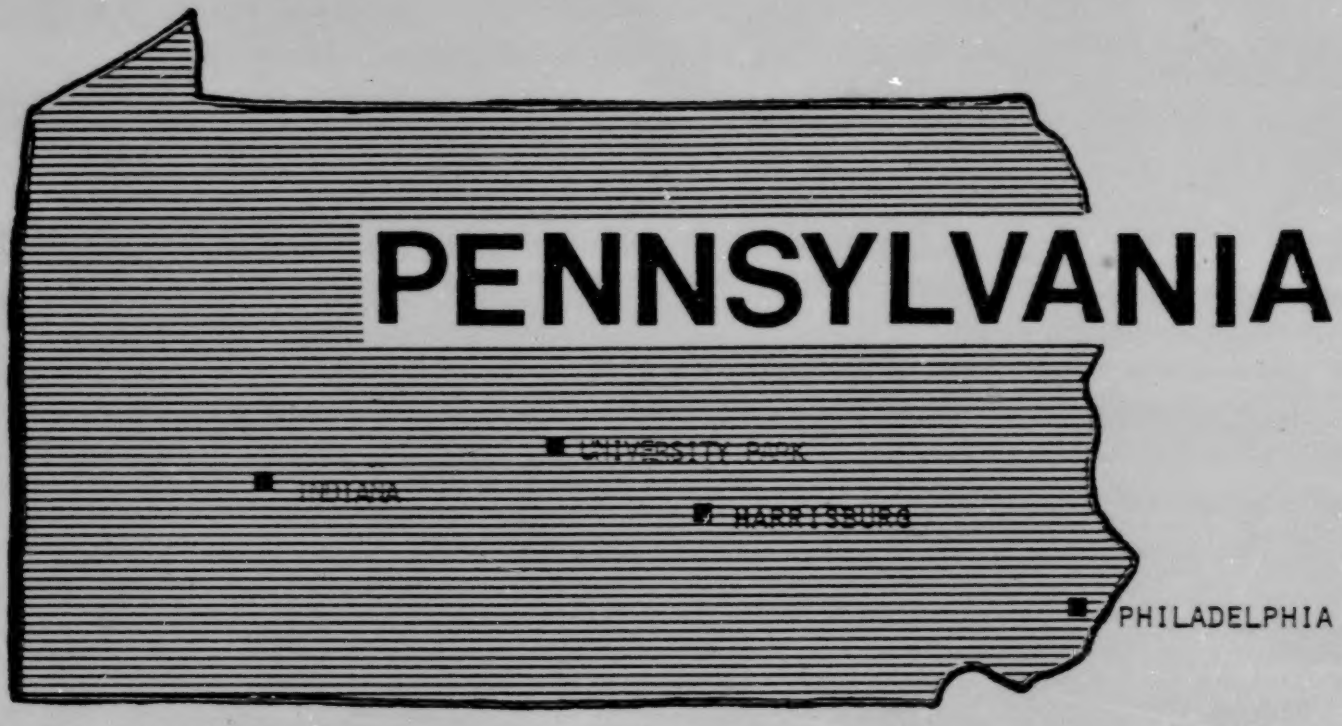
The final afternoon was spent with members of the State Department staff who supplied additional data, answered questions and in general reported any overlooked items.

Conclusions

The evaluation team concurred in the following:

1. The State Department leadership and staff have developed the nucleus of an outstanding program with unlimited growth potential. The staff is highly competent and eager to learn and to facilitate the growth of all local personnel.
2. Most of the major consortium goals have been accomplished.
3. The State staff is a coordinated team who obviously work together toward common goals. There is a distinct lack of bureaucratic restriction surrounding their professional activities.
4. The in-service activities are well planned, organized and executed. Good use of local and out-of-state consultants is noted.
5. The HEI involved in the project are becoming more and more committed to Adult Continuing Education; and after a guarded reception now view Adult Education as a new and welcomed bread-winner.
6. Local Adult Education personnel welcome the new opportunities for increased professional growth through credit and non-credit activities.
7. A movement toward certification and more full-time Adult Educators is noted as a future trend.

Finally, the evaluation team expresses its thanks for a well-organized smooth visit and is happy to report that Adult Education in Maryland is alive and prospering.



STATE DEPARTMENT OF EDUCATION STAFF

MS. ETHEL MATTHEWS, CHIEF, DIVISION OF ADULT AND CONTINUING EDUCATION
MR. CLAIR E. TROY, DIRECTOR, ADULT BASIC EDUCATION
MS. MEREDYTH A. SCOTT, STAFF DEVELOPMENT SPECIALIST
MR. JACK SITTMAN, STAFF DEVELOPMENT SPECIALIST

TEMPLE UNIVERSITY, PHILADELPHIA, PENNSYLVANIA

DR. ROBERT E. SNYDER, COLLEGE OF EDUCATION
DR. DAVID BOGGS, COLLEGE OF EDUCATION

PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PENNSYLVANIA

DR. GORDON GODBEY, COLLEGE OF EDUCATION
MR. LESTER GOLUB, COLLEGE OF EDUCATION

INDIANA UNIVERSITY OF PENNSYLVANIA, INDIANA, PENNSYLVANIA

MR. GENE DELAPLANE, COLLEGE OF EDUCATION

I EXTERNAL/SELF EVALUATION

A. Outcomes in Relation to Specific Regional Project Objectives

REGIONAL OBJECTIVE #1 -- To Establish At Least One Adult Education Staff Development Program In An Institution Of Higher Education In Each State To Reflect The Geographic, Racial, And Cultural Needs Of The Region. (Table, Pa.-1)

The pre-project status of the HEI's in Pennsylvania offering degrees in Adult Education was rated as "non-existent." By the conclusion of the project the status was rated as "fair" (A-28).[1] Respondents reported that this change was "mainly attributable" to the Regional Project. The extent to which the staff development activities were reflective of the cultural, economic and racial characteristics of the state shifted from "poor" to "fair" during the project. Here, the project itself was seen as only "slightly" responsible for this shift (A-29).

In probing the establishment of the HEI degree in Adult Education further, other significant observations were gleaned. For example, it appears that the programs thus established are developing the internal university support necessary for their institutionalization. Provisions for university matching funds to support such programs were rated as "non-existent" initially and were rated as "fair" by the project's termination -- an improvement "somewhat" attributable to the Regional Program (A-43).

---

[1] (A-28)= For specific criterion statement, see Appendix A, Item 28.

In addition, the commitment of the SDE to support HEI faculty positions for both credit and non-credit staff development activities improved from "non-existent" to "good." The shift in support for credit activities was seen as "somewhat attributable" to the project, while the non-credit support was rated as "mainly" due to the project (A-45,46). The HEI commitment to support faculty for credit activities improved from "non-existent" to "good," "mainly" because of the Regional Project. However, the HEI's progress toward supporting faculty for non-credit activities was seen as changeless--from "non-existent" to "fair." This latter improvement was seen as being "somewhat" due to the Regional Project (A-47,48).

The HEI's responsiveness (quality and quantity) to credit and degree needs of adult educators was vastly improved from "non-existent" to "good" and was "mainly" due to the project. Their responsiveness to non-credit/in-service needs changed very similarly--though slightly less. The change in quality of the responsiveness to non-credit, in-service needs was rated as "somewhat" attributable to the project, while the change in the quantitative dimension was seen as "mainly" due to the project (A-50,51,52, 53).

It was reported that the HEI representative (the adult education professor) was increasingly fulfilling a consultant role to adult education programs. The pre-post shift noted for this criterion was from a "non-existent" status to "fair." Here, too, the change was seen as "mainly" due to the project

(A-54). Finally, the enrollment in both credit and degree programs in adult education showed improvements from "non-existent" to "fair." Likewise, the quality of such offerings improved from "non-existent" to "fair." Both these shifts in enrollments and in quality were seen as "somewhat" attributable to the project (A-55, 56, 57).

The overall pre-project mean and post-project mean for the above criteria used to analyze Pennsylvania's progress toward Regional Objective #1 was 1.2 and 3.3, respectively. Translated into their qualitative equivalents, these figures mean that Pennsylvania's pre-project status reference Regional Objective #1 was "non-existent" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 3.4. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that Pennsylvania made considerable progress toward Regional Project Objective #1, and that the Regional Project may rightly take partial credit for this accomplishment.

REGIONAL OBJECTIVE #2 -- To Build Staff Development Capability By Increasing The Number, Scope, And Quality Of Training Resources Within Each State Which Will Continue And Expand After The Completion Of The Three Year Project. (Table, Pa.-2)

Obviously, the previous documentation of the accomplishment of Objective #1 is supportive of the objective currently being considered. However, a number of specific criteria also have a

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER ONE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
28	The number of HEI's offering degrees in adult education	1.0	3.2	3.8
29	The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	2.2	3.4	2.2
43	The extent to which matching contributions have been provided for by the co-operating HEI's	1.0	3.0	3.2
45	Commitment of the SDE to support HEI faculty positions for credit S.D. activities	1.2	3.0	3.3
46	Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	1.4	3.0	4.0
47	Commitment of the cooperating HEI's to support faculty for credit S.D. activities	1.2	3.6	4.0
48	Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	1.0	3.2	3.2
50	The HEI's responsiveness (quality) to the credit and degree needs of adult educators	1.0	3.6	4.0
51	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	1.0	3.8	4.0

(Pa.) TABLE 1 (continued)

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
52	The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	1.0	3.4	3.2
53	The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	1.2	3.6	3.6
54	The HEI representatives' role as a continuing on-call consultant	1.2	3.4	3.8
55	The enrollments in HEI graduate and/or under-graduate adult education credit courses	1.4	3.4	3.4
56	The enrollments in HEI graduate and under-graduate degree programs in adult education	1.2	3.4	3.4
57	The quality of HEI credit courses and/or degree programs in adult education	1.0	3.0	2.8
	$\bar{X}$ for all criteria	1.2	3.3	3.4

[a] CODE: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

[b] CODE: 1-1.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable.

direct relationship to the consideration of this objective. When asked to assess the SDE's capability to develop staff development activities, respondents rated the pre-project status as "fair" and the post-project status as "good." This change was seen as "mainly" due to the project (A-1). It was reported that enrollments in such SDE sponsored activities improved only slightly and remained rated as "fair" (A-16). Similarly, the frequency and variety of these sessions had originally been judged as "fair" and remained rated as "fair" (A-17). Each of these latter instances of improved capability, though slight, was reported as being "somewhat attributable" to the Regional Project.

Since capability to deliver staff development services is, in part, a function of available personnel to do so, queries were made about the staffing patterns in the SDE. As a result, it was determined that the number of full-time adult education positions within the SDE remained unchanged from the pre-project status of "fair" (A-30). A slight, yet somewhat greater, improvement was noted with respect to the position of staff development specialist. The pre-project commitment to support a permanent specialist was "non-existent," while the post-project commitment to do so was judged to be "poor" (A-44). Any improvements with respect to these criteria related to personnel were felt to be only "slightly" due to the project.

Like personnel, funding is also an important consideration in assessing capability to delivery of staff development services.

The data obtained revealed that some improvement had been realized with respect to the proportion of the state "adult education" dollar being devoted to staff development. The pre-project proportion was rated as "non-existent" and the post-project proportion was seen as "fair." The Regional Project was credited with being "somewhat" responsible for this change (A-49).

Increased capability to provide staff development services might also be seen as a function of creating new, innovative delivery systems. However, it appears that Pennsylvania has made very little progress in the area. The pre-project and post-project ratings of the provisions for non-traditional approaches shifted, "somewhat" because of the Project, from "non-existent" to "poor."

The final two criteria used to indicate the extent of progress toward Objective #2 dealt with the quality of the staff development services provided (A-58) and with the likelihood that a self-sustaining staff development system would be in operation by the project's termination (A-40). The quality of services improved from "poor" to "fair," "mainly" because of the Regional Project. The likelihood of there being an operational self-sustaining staff development system by July 1, 1975, improved from "poor" to "good" -- an outcome judged to be "somewhat attributable" to the project (A-40).

The overall pre-project mean and post-project mean for the above criteria used to analyze Pennsylvania's progress toward Regional Objective #2 was 2.0 and 3.4, respectively.

Translated into their qualitative equivalents, these figures mean that Pennsylvania's pre-project status reference Regional Objective #2 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 3.4. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that Pennsylvania made considerable progress toward Regional Project Objective #2 and that the Regional Project may rightly take credit for being "somewhat" responsible for this achievement.

REGIONAL OBJECTIVE #3 -- To Develop Commitment To And Methodology For The Maintenance Of An On-Going State Plan Incorporating A Regional Concept Of Staff Development, And A Continuous Assessment of Needs (Table, Pa.-3).

Pennsylvania appears to have changed with respect to its support of a regional approach to staff development. The pre-project support was rated as "poor," while the post-project support was judged as "fair" (A-3). Not surprisingly, the SDE's understanding of and clarity with regard to the intents and procedure of the Regional Project for staff development changed from "poor" to "good" (A-4). The Project itself was felt to be "mainly" responsible for the former change and only "slightly" responsible for the latter one.

With regard to mechanisms for needs assessment, the State was rated as doing a "fair" job in this area prior to the project and as doing a "good" job by the project's end (A-10).

(Pa.) TABLE 2

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER TWO

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
1	The capability of the SDE to deliver S.D. activities	2.8	4.0	3.6
16	The enrollments in SDE sponsored S.D. activities	3.0	3.4	3.2
17	The frequency and variety of SDE sponsored S.D. activities	2.8	3.2	3.2
30	The number of full-time adult education positions within the SDE	2.8	3.0	2.5
31	SDE plans or provisions for non-traditional approaches to meeting S.D. needs	1.4	2.4	2.6
44	The commitment to supporting a permanent staff development specialist position	1.0	2.4	2.3
49	The proportion of the state "adult education dollar" being devoted to staff development	1.2	2.8	3.6
58	The quality of non-credit SDE or HEI staff development activities	1.6	3.4	4.0
40	The likelihood/certainty of there being a continuing, self-sustaining a. e. S.D. system operational by 6-30-75.	1.8	3.6	3.2
	$\bar{X}$ for all criteria	2.0	3.4	3.4

a, b
See P. 126 for codes

The extent to which functional planning and/or advisory bodies were utilized for determinging staff development needs improved from "non-existent" to "poor" during this same period (A-34). The former of these improvements related to the state's capability to assess staff development needs was felt to be "mainly" attributable to the Regional Project, while the latter improvement was seen as "somewhat" due to the project.

With regard to planning for staff development, it was reported that the state's capability for long-range planning in this area improved from "poor" to "fair" (A-2). The extent to which the SDE engaged in on-going reviews of the State Plan for Staff Development changed from "poor" to "fair" during the project. Both of these criteria were enhanced "somewhat" because of the project (A-35). The extent to which state plans were, in fact, adhered to and/or accomplished changed from "non-existent" to "fair" (A-36). This improvement in adhering to or accomplishing plans for staff development was rated as being "mainly attributable" to the Regional Project.

The overall pre-project mean and post-project mean for the above criteria used to analyze Pennsylvania's progress toward Regional Objective #3 was 1.9 and 3.1, respectively. Translated into their qualitative equivalents these figures mean that Pennsylvania's pre-project status reference Regional Objective #3 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 3.2. This figure indicates that the overall change noted

in these criteria was judged to be "somewhat" attributable to the project. The conclusion drawn from these data is that Pennsylvania made considerable progress toward Regional Project Objective #4 and that the Regional Project may rightly take credit for being at least "partially" responsible for this accomplishment.

REGIONAL OBJECTIVE #4 -- To Develop Complimentary Areas Of Expertise In Adult Education Among Participating Programs, Agencies And Organizations; Develop Broad Capabilities To Implement Coordination Of Staff Development On Both A Regional And State-Wide Basis. (Table, Pa.-4)

Considerable improvements appear to have been made with respect to the SDE's awareness of regional staff development resources. The extent of awareness was reported to have changed from "poor" to "good" -- the change was due "somewhat" to the Regional Project (A-5,6). However, actualization of such resources only changed from "poor" to "fair." Within the state itself, both the quantity and quality of the SDE's involvement with the HEI with regard to staff development was reported to have improved from "poor" to "fair" and judged to be "somewhat attributable" to the Regional Project (A-8,9).

Commensurate with these improvements, it was further reported that communication between the SDE, HEI, and local programs in the state regarding staff development changed from a pre-project condition of "poor" to a post-project condition of "good." This improvement was considered to be "mainly" attributable to the project (A-32). Communication between the SDE's

(Pa.) TABLE 3

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER THREE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
3	The support of the SDE to a regional approach to S.D.	1.6	3.2	3.8
4	The SDE's understanding and clarity with regard to the regional project's intents and procedures	2.2	3.6	2.2
10	The SDE's mechanisms for needs assessments regarding S.D.	2.6	3.6	3.6
34	The extent to which a functional planning and/or advisory committee has been utilized by the SDE for adult educators S.D. purposes	1.2	2.2	3.0
2	The capability of the SDE to develop long range plans for S.D.	2.4	3.2	3.2
35	The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	1.8	3.0	2.8
36	The extent to which the state plan for S.D. has been adhered to and/or accomplished	1.5	3.2	3.8
	$\bar{X}$ for all criteria	1.9	3.1	3.2

a, b
See P.126 for codes

and HEI's within the region was seen as changed from "non-existent" to "fair." Oddly, the Regional Project was only seen as "slightly responsible" for this change (A-33). Finally, the extent of clarification of the unique and complimentary roles of the SDE, HEI and the staff development specialist changed from a status of "non-existent" to a status of "fair." This shift was felt to be "mainly" due to the influence of the Regional Project (A-41).

The overall pre-project mean and post-project mean for the above criteria used to analyze Pennsylvania's progress toward Regional Objective #4 was 1.9 and 3.3, respectively. Translated into their qualitative equivalents, these figures mean that Pennsylvania's pre-project status reference Regional Objective #4 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 3.1. This figure indicates that the overall change noted for these criteria was felt to be "somewhat" due to the Regional Project. The conclusion drawn from these data is that Pennsylvania made considerable progress toward Regional Project Objective #4 and that the project may rightly take credit for being at least "somewhat" responsible for this accomplishment.

REGIONAL OBJECTIVE #5 -- To Provide Readily Accessible Educational Opportunities In Local Areas; Establishing A Highly Trained Base Of Local Leadership In Adult Education, Consonant With The Racial And Cultural Composition Of The Area (Table,Pa.-5).

(Pa.) TABLE 4

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FOUR

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
5	The SDE's awareness of S.D. resources available within the region	2.0	4.0	3.5
6	The SDE's extent of utilization of regional S.D. resources	2.0	3.2	3.0
8	The quantity of SDE involvement with HEI's regarding SD activities	1.7	3.4	3.0
9	The quality of SDE involvement with HEI's regarding SD activities	2.0	3.4	2.6
32	The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	2.5	3.6	3.8
33	The communication between the SDE's and HEI's within the region regarding adult education S.D.	1.2	2.8	2.2
41	Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	1.4	3.2	3.6
	$\bar{X}$ for all criteria	1.8	3.3	3.1

a, b
See P.126 for codes

The SDE's efforts to enhance local staff development expertise improved, mainly because of the project, from "poor" to "good" (A-11). No doubt this change was a function of the progress the state made in (a) providing incentives for participation in staff development, and (b) identifying and eliminating actual barriers to participation. The improvements made in these latter two areas were from a pre-project status of "poor" to a post-project status of "fair." These changes were considered as "somewhat" due to the project (a-38, 39). Further reflective of the progress made in developing incentives for such participation was the fact that the likelihood of using CEU's (Continuing Education Units) in relation to participation in staff development changed from "non-existent" to "fair." This change was considered as being "somewhat" due to the project (A-42). Finally, the quantity and quality of dissemination of professional information and knowledge about adult education was altered, during and "somewhat" by the project, from "poor" to "fair" (A-59,60).

The overall pre-project mean and post-project mean for the above criteria used to analyze Pennsylvania's progress toward Regional Objective #5 was 1.4 and 2.4, respectively. Translated into their qualitative equivalents, these figures mean that Pennsylvania's pre-project status was "non-existent" and the post-project status was "poor" with respect to Regional Objective #5. Furthermore, the mean causal rating for these criteria was 2.3. This figure indicates that the overall change noted in these criteria was felt to be "slightly"

attributable to the project. The conclusion drawn from these data is that Pennsylvania made some progress toward Regional Project Objective #5 and that the project may rightly only take a minor degree of credit for this achievement.

REGIONAL OBJECTIVE #6 -- To Relate Systematically To The Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, And Inter-Agency Public And Private Programs. (Table, Pa.-6)

Respondents in Pennsylvania reported that the state's pre-project status with respect to planning and evaluating staff development activities cooperatively with non-school based agencies was "non-existent." The post-status was reported as "poor." Cooperative implementation efforts remained unchanged from the pre-project status of "poor." Improvements noted for the planning, implementing, and evaluating functions were felt to be only "slightly" attributable to the project (A-12,14,14).

These data suggest greater number of non-adult educators have been involved in various aspects of program development. Accordingly, a small pre-post project change was noted with respect to the extent to which such persons had been exposed to the field itself. Specifically, the pre-project rating was "poor", while the post-project status was rated as "fair." The little degree of change noted for this criterion was only felt to be somewhat attributable to the Regional Project (A-20).

The overall pre-project mean and post-project mean for the criteria used to analyze Pennsylvania's progress toward Regional

(Pa.) TABLE 5

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FIVE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
11	The SDE's efforts to develop local S.D. expertise	2.0	3.6	3.4
38	The provisions for incentives for participation in S.D. activities	2.2	3.0	2.8
39	The efforts made to identify and eliminate barriers to S.D. participation	1.6	3.2	3.5
42	The likelihood of the CEU concept being utilized in relation to S.D. participation	1.0	2.6	2.6
59	The quantity of dissemination of professional information and knowledge about adult education	1.6	3.0	3.0
60	The quality of dissemination of professional information and knowledge about adult education	1.6	3.0	3.0
	$\bar{X}$ for all criteria	1.4	2.4	2.3

a, b
See P. 126 for codes

Objective #6 was 1.3 and 2.4, respectively. Translated into their qualitative equivalents, these figures indicate that Pennsylvania's pre-project status reference Regional Objective #6 was "non-existent" and the post-project status was "poor." Furthermore, the mean causal rating for these same criteria was 2.4. This figure indicates that the overall change noted in these criteria was judged to be "slightly" attributable to the Regional Project. The conclusion drawn from these data is that Pennsylvania made considerable progress with respect to Regional Objective #6, and that the Regional Project may take only very minor credit for this improvement.

REGIONAL OBJECTIVE #7 -- To Enhance The Status Of Adult Education Divisions Within State Departments Of Education, Encouraging The Direction Of State And Local Funds Into Adult Education Staff Development. (Table, Pa.-7)

The status of the adult education section within the total State Department of Education was reported to have changed from "poor" (pre-project) to "fair" (post-project). This improvement was seen as "somewhat" due to the state's participation in the Regional Project (A-15). The status of federal funding of adult education in Pennsylvania shifted during this same period, from "poor" to "fair," while state funding changed from "poor" to "fair." Though the changes in funding were very slight, they were nevertheless felt to be "slightly attributable" to the Regional Project (A-18,19).

The enhancing of status and the encouraging of funding were considered in this study to be related to the extent to which

(Pa.) TABLE 6

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SIX

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
12	The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	1.4	2.4	2.3
13	The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	1.8	2.4	2.3
14	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	1.4	2.2	2.3
20	Extent to which persons not working in adult education have been exposed to the field of adult education	1.6	2.8	2.8
	$\bar{X}$ for all criteria	1.3	2.4	2.4

a, b
See P. 126 for codes

significant audiences were informed about adult education. As such, an effort was made to determine the extent to which the state made plans or took actions to so orient school administrators, university deans, school board members and state department of education personnel. Such plans or actions for school administrators shifted from "poor" to "fair," "mainly" because of the project. Plans and actions for university deans shifted from "non-existent" to "fair," somewhat because of the project. Plans for both school board members and department of education personnel were unchanged from their pre-project status of "poor" (A-37 a,b,c,d).

The overall pre-project mean and post-project mean for the criteria used to analyze Pennsylvania's progress toward Regional Objective #7 was 1.9 and 2.8, respectively. Translated into their qualitative equivalents, these figures indicate that Pennsylvania's pre-project status reference Regional Objective #7 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 2.3. This figure indicates that the overall change noted in these criteria was judged to be "slightly attributable" to the Regional Project. The conclusion drawn from these data is that Pennsylvania made some progress toward Regional Objective #7 and that the Regional Project itself was "slightly" responsible for what progress was made.

REGIONAL OBJECTIVE #8 -- To Develop A Training Model Based On The Description Of Roles, Functions, And Tasks For All Adult Education Staff.

(Pa.) TABLE 7

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SEVEN

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
15	The status of adult education section within the total SDE context	2.0	3.2	2.7
18	The SDE's funding support from the federal level for adult programs	2.4	3.2	2.5
19	The SDE's funding support from the state level for adult programs	1.4	2.4	2.0
37	The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D Activities:			
	a. school administrators	2.4	3.0	2.0
	b. university deans	1.4	3.4	3.2
	c. school board members	2.3	2.3	2.0
	d. non-a.e. SDE staff	1.6	2.3	2.0
	$\bar{X}$ for all criteria	1.9	2.8	2.3

a, b
See P. 126 for codes

Only one criterion was used to assess progress toward this objective, namely, the extent to which state department of education staff development activities for adult educators were related to competency models. The pre-project status of this criterion was seen as "non-existent." The post-project status was rated as "poor." This change was felt to be "slightly" attributable to the project (A-7). The conclusion for these data is that Pennsylvania made some progress toward Regional Objective #8 and that the progress was, at least in a minor way, due to the existence of the Regional Project.

B. Summary of External/Self Evaluation of Progress Toward Regional Objective

Table (Pa.-8) -- rank-orders the eight Regional Project Objectives according to the degree of progress which Pennsylvania experienced with respect to each. Examination of the pre-post status column reveals that Pennsylvania made progress toward each objective. The greatest degree of progress was made with respect to Objectives #4 and #2, in that order.

Objective #4 -- To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.

Objective #2 -- To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.

Pennsylvania's least progress was made with respect to Objectives #7 and #8, in that order.

Objective #7 -- To enhance the status of adult education divisions within state deparments of education, encouraging the direction of state and local funds into adult education staff development.

Objective #8 -- To develop a training model based on the description of roles, functions, and tasks for all adult education staff.

By examining the "degree of change" column in light of the following scale, the extent of progress toward each objective may be further summarized.

Degree of Change	Rating of Progress
0.0 - 0.5	very slight
0.6 - 1.0	some
1.1 - 1.5	considerable
1.6 - and over	outstanding

Using the above scale, it was concluded that Pennsylvania made considerable progress toward Objectives #1,2,3,4,5, and 6; and some progress toward Objectives #7 and 8.

Examination of the means for the pre-post column led to the conclusion that Pennsylvania's status with respect to the eight objectives taken collectively, changed from "poor" (2.2) to "fair" (3.7). Furthermore, examination of the mean for the "causal rating" column led to the conclusion that Pennsylvania's overall progress was at least "somewhat" attributable to the Regional Project (3.2).

(Pa.) TABLE 8

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating[b]
	Pre[a]	Post[a]			
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	1.2	3.3	1.1	6th	3.4
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	2.0	3.4	1.4	2nd	3.4
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuous assessment of needs.	1.9	3.1	1.2	4th	3.
4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	1.8	3.3	1.5	1st	3.1
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	1.7	3.0	1.3	3rd	3.0
6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.	1.	.	.1	5th	2.4

a,b

See page 126 for codes

TABLE 8 (continued)

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal[b] Rating
	Pre [a]	Post[a]			
7. To enhance the status of adult education divisions within State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	1.9	2.8	0.9	7th	2.3
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	1.4	2.4	[illegible]	[illegible]	[illegible].0
$\bar{X}$ for all Objectives	1.6	3.0			3.0

a,b

See page 126 for codes

II PEER EVALUATION

A. Findings (General)

1. There appears to be reasonably good support for the concept of staff development in adult education, both at the State Department of Education and at the Indiana, Pennsylvania State and Temple Universities.

2. Indiana University of Pennsylvania--

a. The M.A. degree with a major in Adult Education--special emphasis in "Administration and Supervision," "Staff Development" and "Program Development"--has been implemented.

b. Plans are active in the direction of establishing a Department of Adult Education in the School of Education.

c. An effort toward regionalization of the A.E. staff development delivery system has been implemented through a cooperative arrangement with the University of Delaware.

d. At least one (1) student is expected to complete the requirements for the M.A. degree in A.E. by January, 1976.

e. There are twenty-one participants in the M.A. program this year as compared to six (6) last year.

f. Prior to the implementation of the Region III project there was no A.E. staff development effort at Indiana University of Pennsylvania.

3. Pennsylvania State University--

a. Multiple conferences and institutes with emphasis on "Adults as Learners," "Evaluation in Adult Education,"

"Issues in Adult Education," Media for Adult Learners" have been implemented statewide.

b. The Dean of the College has accepted recommendation for offering the degree in Adult Education, the master's level and will move ahead under the umbrella of the division of Higher Education.

c. Participants in the statewide workshops receive $10 plus 3 hour pay consistent with their regular pay scale.

4. Temple University--

a. Prior to implementation of Regional Staff Development Project there was little or no program in A.E. staff development.

b. A proposal for the M.A. and Doctoral programs with specialization in A.E. have been approved through the Graduate Board.

c. A chairman for Adult Education programs has been assigned with funding of 1/3 State, 2/3 Temple University.

5. Five of the six Pennsylvania Adult Education Staff Development project goals have been accomplished. Another goal "To protect long-range staff development needs in Adult Education in order to form a basis for self-sustaining staff development opportunities" has been moderately accomplished with an element of uncertainty as to support and implementation at the H.E.I. level.

6. Plans for future AE staff development activities have not been finalized but are under consideration and highly dependent on appropriate funding.

7. The scope of A.E. is seen differently at different levels in Adult Education organization.

8. Individuals, at several levels in the organization, attribute the Regional Project with providing them with an opportunity for personal and professional growth.

B. Findings (Specific)

1. State Department of Education

a. The Region III Staff Development Project has assisted the State Department of Education in better staff development planning and organization.

b. State staff stated that approximately 800 teachers were employed in the Pennsylvania Adult Basic Education program and that present level of staffing and funding could provide inservice for about one-half of the adult basic education teachers.

c. State staff indicated the need for a continuing needs assessment of all adult basic education teachers in the state.

d. Difficulty has been experienced in locating, coordinating and utilizing available resources for staff development activities.

2. Local ABE Personnel

a. Teachers feel more confident and competent in their teaching activities due to training provided by the A.E. staff development project.

b. Instructional and other staff expressed confidence in directors for support of the staff development effort--

released time and compensation.

c. There have been fewer complaints regarding the attitudes of teachers as they become more familiar with the mission of A.B.E. project including acceptable methods and the availability of adult-oriented instructional materials.

d. At present, students desiring specialization in Adult Continuing Education are matriculated in either the M.Ed. or Ed. D. program for Vocational Education.

e. Matriculation statistics include:

Ed. D.	M. Ed.
25 accepted	26 accepted
11 acceptance pending	8 pending acceptance
	7 graduates

C. Recommendations

1. Develop channels of communication between the Pennsylvania State Department of Education and the Higher Education Institutions to insure that staff needs and resources are effectively articulated.

2. Develop channels of communication with the State Department of Education to insure that the Adult Education philosophy is pervasive throughout the Department.

3. Continue to develop communication channels between A.B.E. personnel and other components of the Adult Education effort (CETA, Community, Schools, etc.).

4. Develop a public relations program to inform all levels of staff of the availability of staff development activities and their resultant benefits.

5. Develop close coordination among institutions offering adult education degrees and non-credit S.D. activities to avoid duplication and to insure that the interests of the state are best served.

6. Provide S.D. training in the use of local resources, community education facilities, local personnel, etc.

7. Consider extending in-service institutes and conferences beyond the one or two day effort and continue to explore the possibility of making them credit bearing.

8. Pennsylvania colleges and universities involved in Staff Development activities (A.E. graduate programs, in-service - training, workshops, etc.) should make every effort to increase their commitment of funds for these activities.

9. University personnel should have definite commitments of time to be devoted to, and divided between, their A.E. graduate courses and in-service training.

10. It is very apparent to the Review Team that the Pennsylvania State Department of Education Adult Education Division is understaffed. The size of the state, the amount of the ABE budget, and the size of the ABE program justifies the need for additional ABE personnel at the state level.

The Review Team therefore recommends the following:

a. Employment of at least one (1) additional state ABE staff member with full-time responsibility for ABE Staff Development and in-service training of ABE teachers.

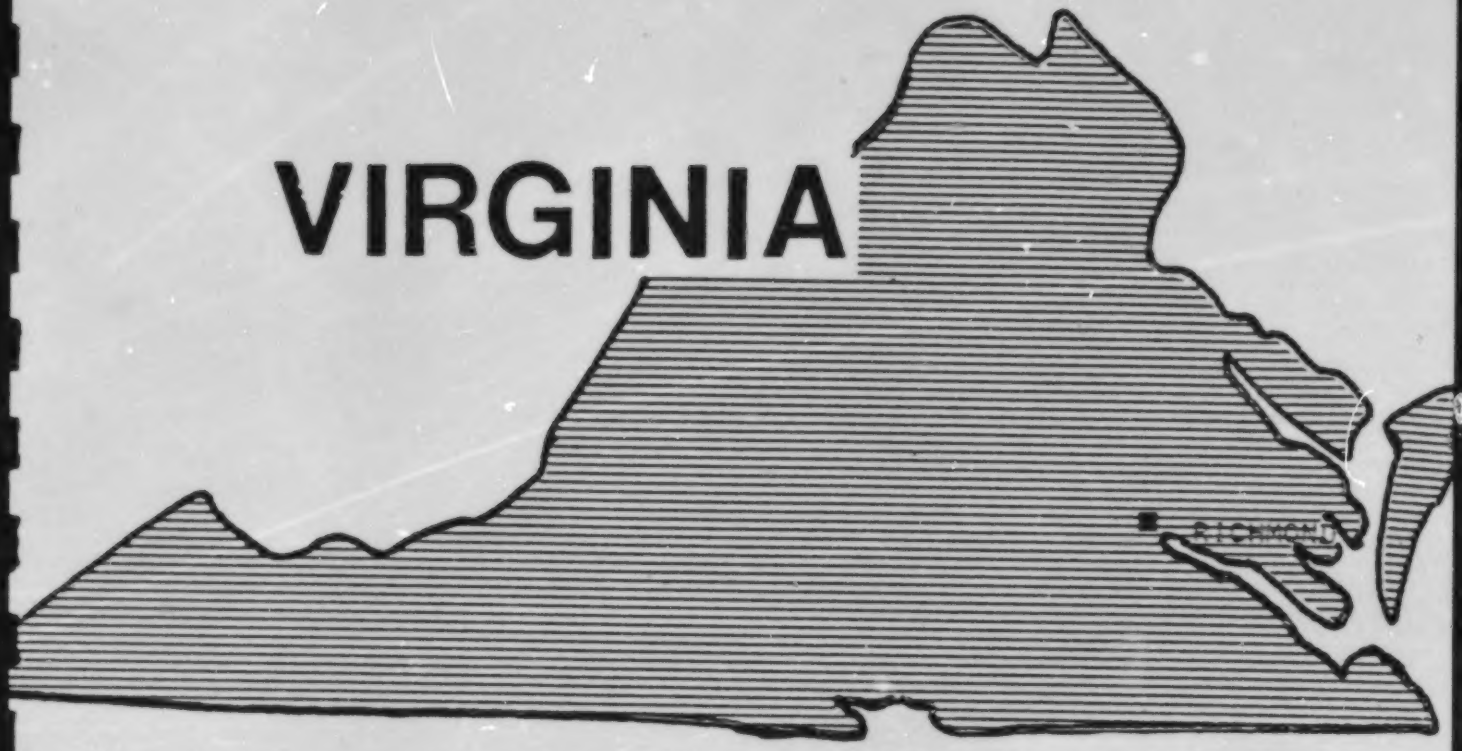
b. Employment of at least six (6) people throughout the state with responsibilities for planning and implementing ABE

inservice activities at regional and/or local levels for all ABE personnel. These additional people might be employed through the school districts and compensated with funds advanced to the districts.

D. Summary

The Adult Education Staff Development activity in the State of Pennsylvania is to be highly complimented. The dedication of persons at all levels is highly responsible for a cohesiveness that with continued planning and positive effort, will insure a delivery system of training which will provide relevancy at all levels of the instructional program.

VIRGINIA



STATE DEPARTMENT OF EDUCATION STAFF

MR. GORDON H. FALLESEN, STATE SUPERVISOR, ADULT EDUCATION
(JULY 1972 - JULY 1974)

MR. WILLIAM M. MOORE, STATE SUPERVISOR, ADULT EDUCATION
(JULY 1974 - JULY 1975)

MR. WILLIAM C. PURSLEY, ASSISTANT SUPERVISOR, ADULT EDUCATION
AND STAFF DEVELOPMENT SPECIALIST

VIRGINIA COMMONWEALTH UNIVERSITY, RICHMOND, VIRGINIA

DR. RONALD H. SHERRON, DIRECTOR, ADULT EDUCATION PROGRAM

DR. CARROLL LONDONER, ADULT EDUCATION PROGRAM

I EXTERNAL/SELF EVALUATION

A. Outcomes in Relation to Specific Regional Project Objectives

REGIONAL OBJECTIVE #1 -- To Establish At Least One Adult Education Staff Development Program In An Institution Of Higher Education In Each State To Reflect The Geographic, Racial, And Cultural Needs Of The Region. (Table: Va.-1)

The pre-project status of the HEI's in Virginia offering degrees in Adult Education was rated as "poor". By the conclusion of the project the status was rated as "good" (A-28).[1] Respondents reported that this change was "somewhat attributable" to the Regional Project. The extent to which the staff development activities were reflective of the cultural, economic and racial characteristic of the state shifted from "fair" to "good" during the project. Here, too, the project itself was seen as "somewhat" responsible for this shift (A-29).

In probing the establishment of the HEI degree in Adult Education further, other significant observations were gleaned. For example, it appears that the program thus established is developing the internal university support necessary for its institutionalization. Provisions for university matching funds to support such a program were rated as "non-existent" initially and were rated as "excellent" by the project's termination -- an improvement "mainly attributable" to the Regional Project (A-43).

In addition, the commitment of the SDE to support HEI faculty positions for credit and non-credit staff development

(A-28) = For specific criterion statement see Appendix A, item 28.

activities improved from "fair" to "good" and from "poor" to "fair", respectively. Both of these shifts were seen as "somewhat attributable" to the project (A-45,46). The HEI commitment to support faculty for credit and non-credit activities improved from "poor" to "good" and was seen as "mainly" due to the Regional Project (A-47,48).

Virginia respondents reported that the HEI's responsiveness (quality and quantity) to the credit/degree needs of adult educators in the state improved from "poor" to "good" mainly because of the project. Such responsiveness to non-credit/inservice needs shifted from a "fair" to a "good" status. Apparently, the HEI's in Virginia were more responsive to non-credit needs than credit needs prior to the project, but became equally responsive to both as a result of participation in the project (A-50,51,52,53). This conclusion is somewhat reinforced by the finding that both the pre-project and post-project assessment of the HEI representative's role as a continuing consultant to adult educators in the state was rated as "good" (A-54).

Finally, the enrollment in both credit and degree programs in adult education showed dramatic improvements from "poor" to "good". The quality of such offerings changed from "fair" to "good" Both the shifts in enrollments and in quality were seen as mainly attributable to the project (A-55, 56,57).

The overall pre-project mean and post-project mean for the above criteria used to analyze Virginia's progress toward

Regional Objective #1 was 2.4 and 4.0, respectively. Translated into their qualitative equivalents, these figures mean that Virginia's pre-project status reference Regional Objective #1 was "poor" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.6 This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that Virginia made outstanding progress toward Regional Project Objective #1, and that the Regional Project may rightly take credit for being "mainly" responsible for this accomplishment.

REGIONAL OBJECTIVE #2 -- To Build Staff Development Capability By Increasing The Number, Scope, And Quality Of Training Resources Within Each State Which Will Continue And Expand After The Completion Of The Three Year Project (Table: Va.- 2).

Obviously, the previous documentation of the accomplishment of Objective #1 is supportive of the objective currently being considered. However, a number of specific criteria also have a direct relationship to the consideration of this objective. When asked to assess the SDE's capability to develop staff development activities, respondents rated the pre-project status as "fair" and the post-project status as "excellent" (A-1). It was reported that enrollments in such SDE sponsored activities improved from "fair" to "good" (A-16). The frequency and variety of these sessions improved in a similar vein (A-17). Each of these instances of improved

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER ONE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
28	The number of HEI's offering degrees in adult education	2.0	3.7	3.0
29	The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	3.3	3.7	2.7
43	The extent to which matching contributions have been provided for by the co-operating HEI's	1.3	4.7	3.7
45	Commitment of the SDE to support HEI faculty positions for credit S.D. activities	3.0	3.7	3.0
46	Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	2.0	3.3	3.0
47	Commitment of the cooperating HEI's to support faculty for credit S.D. activities	2.3	4.3	4.0
48	Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	2.3	4.0	4.0
50	The HEI's responsiveness (quality) to the credit and degree needs of adult educators	2.0	4.3	4.3
51	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	2.3	4.0	4.0

(Va.) TABLE 1 (continued)

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
52	The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	3.3	4.0	3.3
53	The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	3.3	4.3	4.0
54	The HEI representatives' role as a continuing on-call consultant	4.0	4.0	2.3
55	The enrollments in HEI graduate and/or under-graduate adult education credit courses	2.0	4.3	4.3
56	The enrollments in HEI graduate and under-graduate degree programs in adult education	1.7	3.7	4.0
57	The quality of HEI credit courses and/or degree programs in adult education	2.3	4.3	4.0
	$\bar{X}$ for all criteria	2.4	4.0	3.6

[a] CODE: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

[b] CODE: 1-1.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable.

status was reported to be "mainly attributable" to the Regional Project.

Since capability to deliver staff development services is, in part, a function of available personnel to do so, queries were made about the staffing patterns in the SDE. As a result, it was determined that the number of full-time adult education positions within the SDE had essentially remained unchanged from the pre-project status of "fair" (A-30). A small, yet somewhat greater, improvement was noted with respect to the position of staff development specialist. The pre-project commitment to support a permanent specialist was "fair" (2.5) and the post-project commitment to do so was judged to be "fair" (3.0). Changes for both of these criteria concerned with personnel were felt to range from "slightly attributable" to the project to "somewhat attributable" to the project (A-44).

Like personnel, funding is also an important consideration in assessing capability to delivery of staff development services. The data obtained revealed that some improvement had been realized with respect to the proportion of the state "adult education" dollar being devoted to staff development. The pre-project proportion was rated as "fair" and the post-project proportion was seen as "good". The Regional Project was credited with being "mainly" responsible for this important change (A-49).

Increased capability to provide staff development services might also be seen as a function of creating new, innovative delivery systems. However, it appears that Virginia has made very little progress in the area. Both the pre-project and post-project rating of the provisions for non-traditional approaches were reported to be "fair" (A-31).

The final two criteria used to indicate the extent of progress toward Objective #2 dealt with the quality of the staff development services provided (A-58) and with the likelihood that a self-sustaining staff development system would be in operation by the project's termination (A-40). The quality of services improved from "fair" to "good", "mainly" because of the Regional Project. The likelihood of there being an operational self-sustaining staff development system by July 1, 1975 improved drastically from "non-existent" to "excellent" -- an outcome also judged to be "mainly attributable" to the project (A-40).

The overall pre-project mean and post-project mean for the above criteria used to analyze Virginia's progress toward Regional Objective #2 was 2.6 and 4.0, respectively. Translated into their qualitative equivalents, these figures mean that Virginia's pre-project status reference Regional Objective #2 was "fair" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.6

This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that Virginia made considerable progress toward Regional Project Objective #2 and that the Regional Project may rightly take credit for being "mainly" responsible for this achievement.

REGIONAL OBJECTIVE #3 -- To Develop Commitment To And Methodology For The Maintenance Of An On-Going State Plan Incorporating A Regional Concept Of Staff Development, And A Continuous Assessment Of Needs. (Table: Va.-3).

Virginia appears to have changed only slightly with respect to its support of a regional approach to staff development. Both the pre-project support and the post-project support was rated as "good" (A-3). Not surprisingly, the SDE's understanding of and clarity with regard to the intents and procedure of the Regional Project for staff development was also stable and remained rated as "good" (A-4). Even though the improvements in these two variables were small, the project itself was felt to be "mainly" responsible for whatever degree of change was experienced.

With regard to mechanisms for needs assessment, the State was rated as doing a "fair" job in this area prior to the project and as doing a "good" job by the project's end (A-10). The extent to which functional planning and/or

(Va.) TABLE 2

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER TWO

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
1	The capability of the SDE to deliver S.D. activities	3.3	5.0	3.3
16	The enrollments in SDE sponsored S.D. activities	3.3	4.3	4.0
17	The frequency and variety of SDE sponsored S.D. activities	2.7	4.3	4.0
30	The number of full-time adult education positions within the SDE	3.0	3.3	2.3
31	SDE plans or provisions for non-traditional approaches to meeting S.D. needs	2.5	3.0	3.0
44	The commitment to supporting a permanent staff development specialist position	1.7	3.3	3.3
49	The proportion of the state "adult education dollar" being devoted to staff development	2.7	3.7	4.0
58	The quality of non-credit SDE or HEI staff development activities	3.0	4.3	4.3
40	The likelihood/certainty of there being a continuing, self-sustaining a. e. S.D. system operational by 6-30-75.	1.0	5.0	4.0
	$\bar{X}$ for all criteria	2.6	4.0	3.6

a, b
See P. 158 for codes

advisory bodies were utilized for determining staff development needs improved form "poor" to "fair" during this same period (A-34). These improvements related to the state's capability to assess staff development needs were felt to range from "mainly attributable" to the Regional Project for the former criterion to "slightly attributable" for the latter criterion.

With regard to planning for staff development, it was reported that the state's capability for long range planning in this area remained unchanged from the pre-project status of "good" (A-2). The extent to which the SDE engaged in on-going reviews of the State Plan for Staff Development changed from "fair" to "good" during the project (A-35). These improvements in planning for staff development ranged from being "somewhat attributable" to the Regional Project to being "mainly attributable" to the project.

The overall pre-project mean and post-project mean for the above criteria used to analyze Virginia's progress toward Regional Objective #3 was 3.2 and 4.0, respectively. Translated into their qualitative equivalents these figures mean that Virginia's pre-project status reference Regional Objective #3 was "fair" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.5. This figure indicates that the overall change noted in these criteria was judged to be "somewhat attributable" to the project. The conclusion drawn from

these data is that Virginia made some progress toward Regional Project Objective #3 and that the Regional Project may rightly take credit for being "mainly" responsible for this accomplishment.

REGIONAL OBJECTIVE #4 -- To Develop Complimentary Areas Of Expertise In Adult Education Among Participating Programs, Agencies And Organizations; Develop Broad Capabilities To Implement Coordination Of Staff Development On Both A Regional And State-Wide Basis. (Table Va. - 4).

Improvements appear to have been made with respect to the SDE's awareness of regional staff development resources. The status of such awareness was reported to have changed from "fair" to "good" (A-5). However, very little change was noted with respect to the extent to which such resources were actually utilized. The regional project was considered to be "somewhat" responsible for whatever improvements had been made in both regards (A-5,6). Within the state itself, the quantity of the SDE's involvement with the HEI with regard to staff development was reported to have improved from "good" to "excellent" and was judged to be "mainly attributable" to the Regional Project (A-8). The quality of such involvement changed only slightly from the pre-project status of "good." The minor involvement realized was nevertheless felt to be "somewhat" attributable to the project (A-9).

Accordingly, it was further reported that communication between the SDE, HEI, and local programs in the state regarding

(Va.) TABLE 3

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER THREE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
3	The support of the SDE to a regional approach to S.D.	3.7	4.3	4.3
4	The SDE's understanding and clarity with regard to the regional project's intents and procedures	4.3	4.3	4.3
10	The SDE's mechanisms for needs assessments regarding S.D.	2.7	4.0	3.7
34	The extent to which a functional planning and/or advisory committee has been utilized by the SDE for adult educators S.D. purposes	2.0	2.7	2.3
2	The capability of the SDE to develop long range plans for S.D.	3.7	4.3	3.0
35	The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	3.0	4.0	3.0
36	The extent to which the state plan for S.D. has been adhered to and/or accomplished	3.0	4.7	3.7
	$\bar{X}$ for all criteria	3.2	4.0	3.5

a, b
See P.158 for codes

staff development remained unchanged from a pre-project condition of "good" (A-32). However, communication between the SDE's and HEI's within the region was seen as changed, "mainly" because of the project, from "fair" to "good" (A-33). Finally, the extent of clarification of the unique and complimentary roles of the SDE, HEI, and the staff development specialist changed from a status of "poor" to a status of "good." This shift was felt to be "mainly" due to the influence of the Regional Project (A-41).

The overall pre-project mean and post-project mean for the above criteria used to analyze Virginia's progress toward Regional Objective #4 was 3.1 and 4.0, respectively. Translated into their qualitative equivalents, these figures mean that Virginia's pre-project status reference Regional Objective #4 was "fair" and the post-project status was "good." Furthermore, the mean causal rating for these same criteria was 3.5. This figure indicates that the overall change noted for these criteria was felt to be "somewhat" due to the Regional Project. The conclusion drawn from these data is that Virginia made some progress toward Regional Project Objective #4 and that the project may rightly take credit for being "somewhat" responsible for this accomplishment.

REGIONAL OBJECTIVE #5 -- To Provide Readily Accessible Educational Opportunities In Local Areas; Establishing A Highly Trained Base Of Local Leadership In Adult Education, Consonant With The Racial And Cultural Composition Of The Area. (Table Va. - 5).

The SDE's efforts to enhance local staff development ex-

(Va.) TABLE 4

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FOUR

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
5	The SDE's awareness of S.D. resources available within the region	3.0	4.0	3.3
6	The SDE's extent of utilization of regional S.D. resources	2.7	3.3	3.3
8	The quantity of SDE involvement with HEI's regarding SD activities	3.7	4.7	4.3
9	The quality of SDE involvement with HEI's regarding SD activities	4.0	4.3	3.0
32	The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	3.7	4.0	2.7
33	The communication between the SDE's and HEI's within the region regarding adult education S.D.	2.7	4.1	4.0
41	Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	2.3	4.0	4.0
	$\bar{X}$ for all criteria	3.1	4.0	3.5

a, b
See P. 158 for codes

pertise improved, mainly because of the project, from "fair" to "good" (A-11). However, very little change was noted with respect to the progress the state made in (a) providing incentives for participation in staff development, and (b) identifying and eliminating actual barriers to participation. Provisions for incentives changed from "fair" to "good," while the elimination of barriers to participation in staff development actually remained unchanged from the pre-project status of "good." The project was seen as only "slightly" responsible for whatever improvements had been realized in these regards (A-38,39). However, some progress was made in developing incentives for participation due to the fact that the likelihood of using CEU's (Continuing Education Units) in staff development activities changed from "poor" to "good." This change was considered as "mainly" due to the project (A-42). Finally, the quantity and quality of dissemination of professional information and knowledge about adult education was altered from "fair" to "good" (A-59,60). The change in quantity was rated as "mainly" due to the project, while the change in quality was seen as "somewhat" due to the project.

The overall pre-project mean and post-project mean for the above criteria used to analyze Virginia's progress toward Regional Objective #5 was 3.2 and 4.0, respectively. Translated into their qualitative equivalents, these figures mean that Virginia's pre-project status was "fair" and the post-project status was "good" with respect to Regional Objective #5. Further-

more, the mean causal rating for these criteria was 3.2. This figure indicates that the overall change noted in these criteria was felt to be "somewhat" attributable to the project. The conclusion drawn from these data is that Virginia made some progress toward Regional Project Objective #5 and that the project may rightly take credit for being "somewhat" responsible for this achievement.

REGIONAL OBJECTIVE #6 -- To Relate Systematically To The Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, And Inter-Agency Public And Private Programs. (Table Va. - 6).

Respondents in Virginia reported that the state's pre-project status with respect to planning, implementing and evaluating staff development activities cooperatively with non-school based agencies was "poor." The post status was reported as "fair." The modest improvements noted for these functions were felt to be only "slightly" attributable to the project (A-12,13,14).

The above data suggest greater numbers of non-adult educators have been involved in various aspects of program development. Accordingly, some change was noted with respect to the extent to which such persons had been exposed to the field itself. Specifically, the pre-project was rated as "fair" and the post-project status was rated as "good." This degree of improvement was only felt to be "slightly" attributable to the Regional Project (A-20).

The overall pre-project mean and post-project mean for

(Va.) TABLE 5

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FIVE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
11	The SDE's efforts to develop local S.D. expertise	3.3	4.3	3.6
38	The provisions for incentives for participation in S.D. activities	3.3	3.7	2.3
39	The efforts made to identify and eliminate barriers to S.D. participation	3.7	4.0	2.3
42	The likelihood of the CEU concept being utilized in relation to S.D. participation	2.3	3.7	4.0
59	The quantity of dissemination of professional information and knowledge about adult education	3.0	4.0	3.7
60	The quality of dissemination of professional information and knowledge about adult education	3.3	4.0	3.3
	$\bar{X}$ for all criteria	3.2	4.0	3.2

a, b
See P. 158 for codes

the criteria used to analyze Virginia's progress toward Regional Objective #6 was 2.5 and 2.8, respectively. Translated into their qualitative equivalents, these figures indicate that Virginia's pre-project status reference Regional Objective #6 was "poor" and the post-project status was "fair." Furthermore, the mean causal rating for these same criteria was 2.3. This figure indicates that the overall change noted in these criteria was judged to be "slightly" attributable to the Regional Project. The conclusion drawn from these data is that Virginia made only very slight progress with respect to Regional Objective #6, and that the Regional Project may take only minimal credit for this accomplishment.

REGIONAL OBJECTIVE #7 -- To Enhance The Status Of Adult [illegible]vation Divisions Within State Departments Of Education, Encouraging The Direction Of State And Local Funds Into Adult Education Staff Development. (Table Va. - 7).

The status of the adult education section within the total State Department of Education was reported to have changed from "fair" (pre-project) to "good" (post-project). This improvement was seen as "slightly" due to the state's participation in the Regional Project (A-15). The status of federal funding of adult education in Virginia shifted during this same period, from "fair" to "good." State funding changed similarly. The changes in federal funding were seen as only "slightly" attributable to the project, while improvements in state funding were felt to be "somewhat" attributable to the Regional Project (A-18,19).

(Va.) TABLE 6

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SIX

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
12	The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	2.3	2.7	2.0
13	The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	2.5	3.0	2.0
14	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	2.5	3.0	2.0
20	Extent to which persons not working in adult education have been exposed to the field of adult education	2.7	3.7	2.3
	$\bar{X}$ for all criteria	2.5	2.8	2.1

a, b
See P.158 for codes

The enhancing of status and the encouraging of funding were considered in this study to be related to the extent to which significant audiences were informed about adult education. As such, an effort was made to determine the extent to which the state made plans or took actions to so orient school administrators, university deans, school board members and state department of education personnel. Such plans or actions reportedly changed from "fair" to "good" for each of the audiences. In each instance, the Regional Project was seen as "somewhat" responsible for the improvement (A-37 a,b,c,d).

The overall pre-project mean and the post-project mean for the criteria used to analyze Virginia's progress toward Regional Objective #7 was 2.6 and 3.4, respectively. Translated into their qualitative equivalents, these figures indicate that Virginia's pre-project status reference Regional Objective #7 was "fair" and the post-project status was still judged as "fair." Furthermore, the mean causal rating for these same criteria was 2.8. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that Virginia made some progress toward Regional Objective #7 and that the Regional Project itself was "somewhat" responsible for the progress.

REGIONAL OBJECTIVE #8 -- To Develop A Training Model Based On The Description Of Roles, Functions, And Tasks For All Adult Education Staff.

(Va.) TABLE 7

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SEVEN

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
15	The status of adult education section within the total SDE context	3.3	3.7	2.3
18	The SDE's funding support from the federal level for adult programs	3.3	4.3	2.3
19	The SDE's funding support from the state level for adult programs	2.7	4.3	2.7
37	The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D Activities:			
	a. school administrators	2.3	3.3	3.0
	b. university deans	2.3	3.0	3.0
	c. school board members	2.3	2.7	3.0
	d. non-a.e. SDE staff	2.0	3.0	3.0
	$\bar{X}$ for all criteria	2.6	3.4	2.8

a, b
See P.158 for codes

Only one criterion was used to assess progress toward this objective, namely, the extent to which state department of education staff development activities for adult educators were related to competency models. The pre-project status of this criterion was seen as "poor." The post-project status was rated as "fair." This change was felt to be "somewhat" attributable to the project (A-7). The conclusion for these data is that Virginia made some progress toward Regional Objective #8 and that the progress was somewhat due to the existence of the Regional Project.

B. Summary of External/Self Evaluation of Progress Toward Regional Objectives

Table (Virginia) -- 8 rank-orders the eight Regional Project Objectives according to the degree of progress which Virginia experienced with respect to each. Examination of the pre-post status column reveals that Virginia made progress toward each objective. The greatest degree of progress was made with respect to Objective #1 and #2, in that order.

Objective #1 -- To establish at least one Adult Education Staff Development Program in an institution of Higher Education in each state to reflect the geographic, racial, and cultural needs of the region.

Objective #2 -- To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project

Virginia's least progress was made with respect to Objectives #6 and #8, in that order.

Objective #6 -- To relate systematically to the total adult education community including: professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.

Objective #8 -- To develop a training model based on the description of roles, functions, and tasks for all adult education staff.

By examining the "degree of change" column in light of the following scale, the extent of progress toward each objective may be further summarized.

Degree of Change	Rating of Progress
0.0 - 0.5	very slight
0.6 - 1.0	some
1.1 - 1.5	considerable
1.6 - and over	outstanding

Using the above scale, it was concluded that Virginia made outstanding progress toward Objective #1; considerable progress toward Objective #2; some progress toward Objectives #3,4,5,7,8; and very slight progress toward Objective #6.

Examination of the means for the pre-post column led to the conclusion that Virginia's status with respect to the eight objectives taken collectively, changed from "fair" (2.7) to "good" (3.6). Furthermore, examination of the mean for the "causal rating" column led to the conclusion that Virginia's overall progress was "somewhat" attributable to the Regional Project (3.2).

TABLE 9

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating[b]
	Pre[a]	Post[a]			
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	2.4	4.0	1.6	1st	2.6
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	.6	4.0	1.4	2nd	3.6
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuous assessment of needs.	3.2	4.0	0.8	4th	3.5
4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	3.1	4.0	0.9	3rd	3.4
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	3.1	4.0	0.9	4th	3.4
6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.	2.5	3.2	0.7	6th	2.4

TABLE 8 (continued)

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating
	Pre	Post			
7. To enhance the status of adult education divisions within State Departments of Education, encouraging the direction of state and local funds into adult educatica staff development.	2.6	3.4	0.?	4th	?.?
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	?.?	3.0	0.7	5th	3.7
$\bar{X}$ for all Objectives	2.7	3.6			3.2

a,b

See page 158 for codes

II PEER EVALUATION

A. Institutional Support in State Department

The Adult Education Department handles the breadth of offerings throughout the State--this diversity speaks to the vision and perserverance of that Department as well as the ability to communicate these needs within the State Department. Bill Moore, the Adult Education Supervisor, has three Assistant Supervisors assigned to his Department (in Richmond) who serve as the linkage between the field and the State Department. In addtion, four secretarial persons are assigned to Bill Moore's department. Thus, the framework for the delivery system for Adult Education in Virginia.

1. Reportage--Its Effectiveness

The Staff works as a team--cooperative problem solving is seen as enhancing the goal rather than reflecting inability to work independently. This realistic attitude is encouraged and supported by the Supervisor. Bill Moore, who is then in a position to take this data to his supervisor. The open, co-operative spirit then allows for the opportunity for Staff to enhance a product before the Supervisor presents it to the next level.

2. Coordination Between State and Area Supervisors

This same pattern exists between the Assistant Supervisors and the Coordinators in the field. The evaluation team

was fortunate to be chauffered to several Adult Education Programs by the Assistant Supervisors as well as meet the other Assistant Supervisors from throughout the State. The attitude conveyed was one of cooperation.

The Adult Education Staff Development Project activities have provided the opportunity for more communication, both focusing on specific competency areas and the informal enhancement of working relationships. The topics, formats, geographic locations, facilities, and timing were evaluated as well as above average by participants.

B. Relationship: Higher Educational Institution

1. Status of Master's Degree in Adult Education

The Master's Degree Program has been approved and is being offered. The two faculty persons are actively involved in this program; the program has attracted other graduate students from areas such as nursing, dentistry, social work, cooperative extension, and prison ABE teachers.

2. Relationship With the State

The HEI's are in close communication with the State people --again this philosophy of cooperative decision-making. Specifically, the HEI's and the State people plan the In-Service Workshops for staff development. This process will continue beyond this last year of project funding.

The evaluators highly valued the complementarity experienced during the meeting with this Team. The openness to new ideas and information, the spontaneity to trying alternatives, the breadth of the knowledge possessed by the

members of the Team were all in evidence.

3. How Does Individual Fit Into Total System

The emphasis this team has in the beginning of program development is needs assessment; such a survey was conducted early in the project. The evaluation team reviewed participant evaluations, spoke with some teachers, and surveyed the subjects covered in the workshops. In each case, participant's needs appear to be met. This is never an open-close process, rather an on-going one. Responsiveness does exist within this system for the individual.

C. Direction Going

The AESDP funds have been utilized to accomplish the objectives set forth by the Virginia Team--their progress is significant.

The future has a positive prognosis when one reflects on the past and present status of Adult Education in Virginia.

The overwhelmingly positive aspect of the Virginia Team is the collaboration between members on accomplishing their goals.

WEST VIRGINIA

STATE DEPARTMENT OF EDUCATION STAFF

MR. LOWELL W. KNIGHT, STATE SUPERVISOR, ADULT BASIC EDUCATION

MR. BERNARD HUGHES, STAFF DEVELOPMENT SPECIALIST

MARSHALL UNIVERSITY, HUNTINGTON

DR. CHARLES I. JONES, CHAIRMAN, DEPARTMENT OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DR. DAN W. MOORE, DEPARTMENT OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DR. TRAVIS SHIPP, DEPARTMENT OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

I EXTERNAL/SELF EVALUATION

A. Outcomes in Relation to Specific Regional Project Objectives

REGIONAL OBJECTIVE #1 -- To Establish At Least One Adult Education Staff Development Program In An Institution Of Higher Education In Each State To Reflect The Geographic, Racial, And Cultural Needs Of The Region. (Table W. Va. - 1)

The pre-project status of the HEI's in West Virginia offering degrees in Adult Education was rated as "non-existent". By the conclusion of the project the status was rated as "fair" (A-28).[1] Respondents reported that this change was "mainly attributable" to the Regional Project. The extent to which the staff development activities were reflective of the cultural, economic and racial characteristic of the state shifted from "fair" to "good" during the project. Here, too, the project itself was seen as "mainly" responsible for this shift (A-29).

In probing the establishment of the HEI degree in Adult Education further, other significant observations were gleaned. For example, it appears that the program thus established is developing the internal university support necessary for its institutionalization. Provisions for university matching funds to support such a program were rated as "non-existent" initially and were rated as "good" by the project's termination -- an improvement "mainly attributable" to the Regional Project (A-43).

In addition, the commitment of the SDE to support HEI faculty positions for both credit and non credit staff development activities improved from "non-existent" to "good".

[1] (A-28) = For the specific criterion statement see Appendix A, item 28

The shift in support for credit activities was seen as "mainly attributable" to the project, while the non-credit support was rated as "somewhat" due to the project (A-45, 46).
The HEI commitment to support faculty for credit activities improved in a similar fashion and was seen as "mainly" because of the Regional Project. However, the HEI's progress toward supporting faculty for non-credit activities was seen as only changing from "non-existent" to "poor". This small improvement was seen as being only slightly due to the Regional Project. (A47,48)

The latter finding indicating HEI's greater support for credit than for non-credit staff development activities explains why their responsiveness (quality and quantity) to credit and degree needs of adult educators was vastly more improved than was their responsiveness to non-credit, inservice needs. The responsiveness in the former case improved from "non-existent" to "good" and was "mainly" due to the project. The responsiveness to the latter set of needs changed from "non-existent" to "fair". The change in quality of the responsiveness to non-credit, in-service needs was rated as "solely attributable" to the project, while the change in the quantitative dimension was seen as "mainly" due to the project. (A-50, 51, 52, 53).

Despite the HEI's apparent reluctance to support faculty positions for non-credit, in-service needs, the HEI representative (the adult education professor) was fulfilling a continuing consultant role to adult education programs. The pre-post shift noted for this criterion was from a "non-existent" status to

"good". Here, too, the change was seen "mainly" due to the project (A-54). Finally, the enrollment in both credit and degree programs in adult education showed improvements from "non-existent" to "good". The quality of such offerings came full circle from "non-existent" to "excellent". Both these shifts in enrollments and in quality were seen as mainly attributable to the project (A-55, 56, 57).

The overall pre-project mean and post-project mean for the above criteria used to analyze West Virginia's progress toward Regional Objective #1 was 1.3 and 3.7, respectively. Translated into their qualitative equivalents, these figures mean that West Virginia's pre-project status reference Regional Objective #1 was "non-existent" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.9. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that West Virginia very clearly met Regional Project Objective #1, and that the Regional Project may rightly take credit for being mainly responsible for this accomplishment.

REGIONAL OBJECTIVE #2 -- To Build Staff Development Capability By Increasing The Number, Scope, And Quality of Training Resources Within Each State Which Will Continue And Expand After The Completion Of The Three Year Project. (Table W.Va. - 2).

Obviously, the previous documentation of the accomplishment of Objective #1 is supportive of the objective currently being considered. However, a number of specific criteria also have a direct relationship to the consideration of this objective.

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER ONE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
28	The number of HEI's offering degrees in adult education	1.3	3.0	4.3
29	The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	3.3	4.0	4.0
43	The extent to which matching contributions have been provided for by the co-operating HEI's	1.3	3.7	3.7
45	Commitment of the SDE to support HEI faculty positions for credit S.D. activities	1.0	4.0	4.0
46	Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	1.0	4.0	3.0
47	Commitment of the cooperating HEI's to support faculty for credit S.D. activities	1.3	4.0	4.0
48	Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	1.3	2.3	2.0
50	The HEI's responsiveness (quality) to the credit and degree needs of adult educators	1.3	4.0	4.0
51	The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	1.0	4.0	4.0

(W.Va.) TABLE 1 (continued)

Item No.	CRITERIA	Rating of Criteria Pre [a]	Post [a]	Causal [b]
52	The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	1.0	2.7	5.0
53	The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	1.3	2.7	4.0
54	The HEI representatives' role as a continuing on-call consultant	1.0	4.0	4.3
55	The enrollments in HEI graduate and/or under-graduate adult education credit courses	1.0	3.7	4.0
56	The enrollments in HEI graduate and under-graduate degree programs in adult education	1.0	4.0	4.0
57	The quality of HEI credit courses and/or degree programs in adult education	1.0	4.7	4.0
	$\bar{X}$ for all criteria	1.3	3.7	3.9

[a] CODE: 1-1.5 = non-existent; 1.6-2.5 = poor; 2.6-3.5 = fair; 3.6-4.5 = good; 4.6-5.0 = excellent

[b] CODE: 1-1.5 = unattributable; 1.6-2.5 = slightly attributable; 2.6-3.5 = somewhat attributable; 3.6-4.5 = mainly attributable; 4.6-5.0 = solely attributable.

When asked to assess the SDE's capability to develop staff development activities, respondents rated the pre-project status as "fair" and the post-project status as "good" (A-1). Accordingly, it was reported that enrollments in such SDE sponsored activities improved in a similar vein (A-16). The frequency and variety of these sessions had originally been judged as "fair" and was later rated as excellent (A-17). Each of these instances of improved capability was reported as being "mainly attributable" to the Regional Project.

Since capability to deliver staff development services is, in part, a function of available personnel to do so, queries were made about the staffing patterns in the SDE. As a result, it was determined that the number of full-time adult education positions within the SDE had slightly increased from fair to good (A-36). Clearly, the observed change was not as dramatic as experienced by other criteria. A somewhat greater improvement was noted with respect to the position of staff development specialist. The pre-project commitment to support a permanent specialist was "non-existent", while the post-project commitment to do so was judged to be fair (A-44). Both of these improvements, with respect to personnel, were felt to be "mainly" due to the project.

Like personnel, funding is also an important consideration in assessing capability to delivery of staff development services. The data obtained revealed that some improvement had been realized with respect to the proportion of the state "adult education" dollar being devoted to staff development. The pre-project

proportion was rated as poor and the post-project proportion was seen as "good". The Regional Project was credited with being "somewhat" responsible for this change (A-49).

Increased capability to provide staff development services might also be seen as a function of creating new, innovative delivery systems. However, it appears that West Virginia has made very little progress in the area. Both the pre-project and post-project rating of the provisions for non-traditional approaches were reported to be "fair".

The final two criteria used to indicate the extent of progress toward Objective #2 dealt with the quality of the staff development services provided (A-58) and with the likelihood that a self-sustaining staff development system would be in operation by the projects' termination (A-40). The quality of services improved from "fair" to "good", "mainly" because of the Regional Project. The likelihood of there being an operational self sustaining staff development system by July 1, 1975 improved from "poor" to "good" -- an outcome judged to be "somewhat attributable" to the project (A-40).

The overall pre-project mean and post-project mean for the above criteria used to anlayze West Virginia's progress toward Regional Objective #2 was 2.2 and 3.7, respectively. Translated into their qualitative equivalents, these figures mean that West Virginia's pre-project status reference Regional Objective #2 was "poor" and the post-project status was "good". Furthermore,

the mean causal rating for these same criteria was 3.6. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that West Virginia met Regional Project Objective #2 and that the Regional Project may rightly take credit for being "mainly" responsible for this achievement.

REGIONAL OBJECTIVE # 3 -- To Develop Commitment To And Methodology For The Maintenance Of An On-Going State Plan Incorporating A Regional Concept Of Staff Development, And A Continuous Assessment Of Needs. (Table W.Va. - 3).

West Virginia appears to have changed considerably with respect to its support of a regional approach to staff development. The pre-project support was rated as "poor", while the post-project support was judged as "good" (A-3). Not surprisingly, the SDE's understanding of and clarity with regard to the intents and procedure of the Regional Project for staff development changed from "fair" to "good" (A-4). The Project itself was felt to be "solely" responsible for the latter change and "mainly" responsible for the former one.

With regard to mechanisms for needs assessment, the State was rated as doing a "fair" job in this area prior to the project and as doing a "good" job by the project's end (A-10). The extent to which functional planning and/or advisory bodies were utilized for determining staff development needs improved from "poor" to "fair" during this same period. (A-34). Both of

(W.Va.) TABLE 2

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER TWO

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
1	The capability of the SDE to deliver S.D. activities	3.0	4.0	4.0
16	The enrollments in SDE sponsored S.D. activities	3.0	4.0	4.0
17	The frequency and variety of SDE sponsored S.D. activities	2.7	4.7	4.3
30	The number of full-time adult education positions within the SDE	2.3	2.7	1.0
31	SDE plans or provisions for non-traditional approaches to meeting S.D. needs	2.7	3.0	2.3
44	The commitment to supporting a permanent staff development specialist position	1.0	3.3	4.0
49	The proportion of the state "adult education dollar" being devoted to staff development	2.3	3.7	3.0
58	The quality of non-credit SDE or HEI staff development activities	2.7	4.0	3.3
40	The likelihood/certainty of there being a continuing, self-sustaining a. e. S.D. system operational by 6-30-75.	1.7	3.7	3.5
	$\bar{X}$ for all criteria	2.2	4.1	3.8

a, b
See P. 187 for codes

these improvements related to the state's capability to assess staff development needs were felt to be "somewhat attributable" to the Regional Project.

With regard to planning for staff development, it was reported that the state's capability for long range planning in this area improved from "fair" to "good" (A-2). The extent to which the SDE engaged in on-going reviews of the State Plan for Staff Development changed from "poor" to "good" during the project (A-35). The extent to which such plans were in fact adhered to and/or accomplished changed in a similar manner (A-36). Each of these improvements in planning for staff development was rated as being "mainly attributable" to the Regional Project.

The overall pre-project mean and post-project mean for the above criteria used to analyze West Virginia's progress toward Regional Objective #3 was 2.2 and 3.9, respectively. Translated into their qualitative equivalents these figures mean that West Virginia's pre-project status reference Regional Objective #3 was "poor" and the post project status was "good". Furthermore, the mean causal rating for these same criteria was 3.9. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the project. The conclusion drawn from these data is that West Virginia met Regional Project Objective #3 and that the Regional Project may rightly take credit for being "mainly" responsible for this accomplishment.

(W.Va.) TABLE 3

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER THREE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
3	The support of the SDE to a regional approach to S.D.	1.7	4.3	4.3
4	The SDE's understanding and clarity with regard to the regional project's intents and procedures	3.0	4.0	4.7
10	The SDE's mechanisms for needs assessments regarding S.D.	2.7	4.0	3.3
34	The extent to which a functional planning and/or advisory committee has been utilized by the SDE for adult educators S.D. purposes	1.7	3.0	3.3
2	The capability of the SDE to develop long range plans for S.D.	3.0	4.0	4.0
35	The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	1.7	4.3	4.0
36	The extent to which the state plan for S.D. has been adhered to and/or accomplished	1.3	4.0	4.0
	$\bar{X}$ for all criteria	2.2	4.1	3.8

a, b
See P.187 for codes

REGIONAL OBJECTIVE #4 -- To Develop Complimentary Areas Of Expertise In Adult Education Among Participating Programs, Agencies And Organizations; Develop Broad Capabilities To Implement Coordination Of Staff Development On Both A Regional And State-Wide Basis. (Table W. Va. - 4).

Considerable improvements appear to have been made with respect to the SDE's awareness of and utilization of regional staff development resources. Both dimensions were reported to have changed from "poor" to "good" and were considered "mainly attributable" to the Regional Project (A-5-6). Within the state itself, both the quantity and quality of the SDE's involvement with the HEI with regard to staff development was reported to have improved from "non-existent" to "excellent" and was judged to be "mainly attributable" to the Regional Project (A-8-9).

Commensurate with these improvements, it was further reported that communication between the SDE, HEI, and local programs in the state regarding staff development changed from a pre-project condition of "fair" to a post-project condition of "good". This improvement was considered to be "somewhat" attributable to the project (A-32). However, communication between the SDE's and HEI's within the region was seen as changed, "mainly" because of the project, from "non-existent" to "good" (A-33). Finally, the extent of clarification of the unique and complimentary roles of the SDE. HEI, and the staff development specialist changed from a status of "non-existent"

to a status of "fair". This shift was felt to be "somewhat" due to the influence of the Regional Project (A-41).

The overall pre-project mean and post-project mean for the above criteria used to analyze West Virginia's progress toward Regional Objective #4 was 1.9 and 4.1, respectively. Translated into their qualitative equivalents, these figures mean that West Virginia's pre-project status reference Regional Objective #4 was "poor" and the post-project status was "good". Furthermore, the mean causal rating for these same criteria was 3.8. This figure indicates that the overall change noted for these criteria was felt to be "mainly" due to the Regional Project. The conclusion drawn from these data is that West Virginia met Regional Project Objective #4 and that the project may rightly take credit for being "mainly" responsible for this accomplishment.

REGIONAL OBJECTIVE #5 -- To Provide Readily Accessible Educational Opportunities In Local Areas; Establishing A Highly Trained Base Of Local Leadership In Adult Education, Consonant With The Racial And Cultural Composition Of The Area. (Table W.Va-5).

The SDE's efforts to enhance local staff development expertise improved, mainly because of the project, from "fair" to "good" (A-11). No doubt this change was a function of the progress the state made in (a) providing incentives for participation in staff development, and (b) identifying and eliminating actual barriers to participation. The improvements

(W.Va.) TABLE 4

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FOUR

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
5	The SDE's awareness of S.D. resources available within the region	2.3	4.0	4.0
6	The SDE's extent of utilization of regional S.D. resources	1.7	3.7	4.3
8	The quantity of SDE involvement with HEI's regarding SD activities	1.3	5.0	4.3
9	The quality of SDE involvement with HEI's regarding SD activities	1.7	4.7	4.0
32	The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	3.0	4.0	3.3
33	The communication between the SDE's and HEI's within the region regarding adult education S.D.	1.3	4.3	4.0
41	Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	1.0	3.0	3.0
	$\bar{X}$ for all criteria	1.9	4.1	3.8

a, b
See P. 187 for codes

made in these latter two areas were from a pre-project status of "poor" to a post-project status of "good". These changes were considered as "mainly" due to the project (A-38,39). Further reflective of the progress made in developing incentives for such participation was the fact that the likelihood of using CEU's (Continuing Education Units) in relation to participation in staff development changed from "non-existent" to "fair". However, this change was considered as only "slightly" due to the project (A-42). Finally, the quantity and quality of dissemination of professional information and knowledge about adult education was altered, during and "mainly" by the project, from "fair" to "good" (A-59,60).

The overall pre-project mean and post-project mean for the above criteria used to analyze West Virginia's progress toward Regional Objective #5 was 2.3 and 4.0, respectively. Translated into their qualitative equivalents, these figures mean that West Virginia's pre-project status was "poor" and the post-project status was "good" with respect to Regional Objective #5. Furthermore, the mean causal rating for these criteria was 3.7. This figure indicates that the overall change noted in these criteria was felt to be "mainly attributable" to the project. The conclusion drawn from these data is that West Virginia met Regional Project Objective #5 and that the project may rightly take credit for being "mainly" responsible for this achievement.

(W.Va.) TABLE 5

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER FIVE

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
11	The SDE's efforts to develop local S.D. expertise	3.0	4.3	4.3
38	The provisions for incentives for participation in S.D. activities	2.0	4.0	4.0
39	The efforts made to identify and eliminate barriers to S.D. participation	2.0	4.0	4.0
42	The likelihood of the CEU concept being utilized in relation to S.D. participation	1.3	3.0	2.3
59	The quantity of dissemination of professional information and knowledge about adult education	3.0	4.3	3.7
60	The quality of dissemination of professional information and knowledge about adult education	2.7	4.3	3.7
	$\bar{X}$ for all criteria	2.3	4.0	3.7

a, b
See P.187 for codes

REGIONAL OBJECTIVE #6 -- To Relate Systematically To The Total Adult Education Community Including: Professional Training Programs, CETP, WIN, MDTA, AMIDS, And Inter-Agency Public And Private Programs. (Table W. Va. - 6)

Respondents in West Virginia reported that the state's pre-project status with respect to planning, implementing and evaluating staff development activities cooperatively with non-school based agencies was "fair". The post status was reported as "good". The improvements noted for the planning and evaluating functions were felt to be "somewhat" attributable to the project, while those noted for the implementing functions were rated as being "mainly" attributable to the project (A-12, 13,14).

While these data suggest greater numbers of non-adult educators have been involved in various aspects of program development, little pre-post project change was noted with respect to the extent to which such persons had been exposed to the field itself. Specifically, both the pre-project and post-project status as rated were "fair". The little degree of change noted was only felt to be somewhat attributable to the Regional Project (A-20).

The overall pre-project mean and post-project mean for the criteria used to analyze West Virginia's progress toward Regional Objective #6 was 2.9 and 3.8, respectively. Translated into their qualitative equivalents, these figures indicate that West Virginia's pre-project status reference Regional Objective #6 was "fair" and the post-project status was "good".

Furthermore, the mean causal rating for these same criteria was 3.3. This figure indicates that the overall change noted in these criteria was judged to be "somewhat" attributable to the Regional Project. The conclusion drawn from these data is that West Virginia made some progress with respect to Regional Objective #6, and that the Regional Project may take partial credit for this accomplishment.

REGIONAL OBJECTIVE #7 -- To Enhance The Status Of Adult Education Divisions Within State Departments Of Education, Encouraging The Direction Of State And Local Funds Into Adult Education Staff Development. (Table W. Va. - 7).

The status of the adult education section within the total State Department of Education was reported to have changed from "fair" (pre-project) to "good" (post-project). This improvement was seen as "somewhat" due to the state's participation in the Regional Project (A-15). The status of federal funding of adult education in West Virginia shifted during this same period, from "poor" to "fair", while state funding remained unchanged from its pre-project status of "fair". Though the changes in funding were very slight, they were nevertheless felt to be "mainly attributable" to the Regional Project (A-18,19).

The enhancing of status and the encouraging of funding were considered in this study to be related to the extent to which significant audiences were informed about adult education.

(W.Va.) TABLE 6

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SIX

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
12	The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	3.0	4.0	3.0
13	The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	3.0	4.3	3.7
14	The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	2.7	3.7	3.0
20	Extent to which persons not working in adult education have been exposed to the field of adult education	3.0	3.3	3.7
	$\bar{X}$ for all criteria	2.9	3.8	3.3

a, b
See P. 187 for codes

As such, an effort was made to determine the extent to which the state made plans or took actions to so orient school administrators, university deans, school board members and state department of education personnal. Such plans or actions for school administrators, school board members, and state department of education personnel changed from "fair" to "good". In each instance, the Regional Project was seen as "somewhat" responsible for the improvement. Plans of action to orient university deans showed the greatest improvement, changing from a pre-project status of "non-existent" to a post-project status of "good". This change was felt to be "mainly attributable" to the Regional Project (A-37 a,b,c,d).

The overall pre-project mean and post-project mean for the criteria used to anlayze West Virginia's progress toward Regional Objective #7 was 2.5 and 3.5, respectively. Translated into their qualitative equivalents, these figures indicate that West Virginia's pre-project status reference Regional Objective #7 was "poor" and the post-project status was "fair". Furthermore, the mean causal rating for these same criteria was 3.6. This figure indicates that the overall change noted in these criteria was judged to be "mainly attributable" to the Regional Project. The conclusion drawn from these data is that West Virginia made slight progress toward Regional Objective #7 and that the Regional Project itself was "mainly" responsible for what progress was made.

(W.Va.) TABLE 7

CRITERIA USED TO ASSESS PROGRESS TOWARD REGIONAL PROJECT OBJECTIVE NUMBER SEVEN

Item No.	CRITERIA	Rating of Criteria		
		Pre [a]	Post [a]	Causal [b]
15	The status of adult education section within the total SDE context	3.0	3.7	3.0
18	The SDE's funding support from the federal level for adult programs	2.0	2.7	4.0
19	The SDE's funding support from the state level for adult programs	2.7	3.0	4.0
37	The explicit plans or actions designed to orient the following audiences to the significance of adult education and S.D Activities:			
	a. school administrators	3.3	4.0	3.3
	b. university deans	1.3	4.0	4.0
	c. school board members	2.7	3.7	3.3
	d. non-a.e. SDE staff	2.7	3.7	3.3
	$\bar{X}$ for all criteria	2.5	3.7	3.6

a, b
See P. 187 for codes

REGIONAL OBJECTIVE #8 -- To Develop A Training Model Based On The Description Of Roles, Functions, And Tasks For All Adult Education Staff.

Only one criterion was used to assess progress toward this objective, namely, the extent to which state department of education staff development activities for adult educators were related to competency models. The pre-project status of this criterion was seen as "poor". The post-project status was rated as "good". This change was felt to be "mainly attributable" to the project (A-7). The conclusion for these data is that West Virginia made commendable progress toward Regional Objective #8 and that the progress was clearly due to the existance of the Regional Project.

B. Summary of External/Self Evaluation of Progress Toward Regional Objective

Table(West Virginia)-- 8 rank-orders the eight Regional Project Objectives according to the degree of progress which West Virginia experienced with respect to each. Examination of the pre-post status column reveals that West Virginia made progress toward each objective. The greatest degree of progress was made with respect to Objective #1 and #4, in that order.

> Objective #1 -- To establish at least one Adult Education Staff Development Program in an institution of Higher Education in each state to reflect the geographic, racial, and cultural needs of the region.
>
> Objective #4 -- To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.

West Virginia's least progress was made with respect to Objective #6 and #7, in that order.

> Objective #6 -- To relate systematically to the total adult education community including: professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.
>
> Objective #7 -- To enhance the status of adult education divisions within state departments of education, encouraging the direction of state and local funds into adult education staff development.

By examining the "degree of change" column in light of the following scale, the extent of progress toward each objective may be further summarized.

Degree of Change	Rating of Progress
0.0 - 0.5	very slight
0.6 - 1.0	some
1.1 - 1.5	considerable
1.6 - and over	outstanding

Using the above scale, it was concluded that West Virginia made outstanding progress toward Objectives #1,3,4,5, and 8; considerable progress toward Objective #2; and some progress toward Objectives #6 and 7.

Examination of the means for the pre-post column led to the conclusion that West Virginia's status with respect to the eight objectives taken collectively, changed from "poor" (2.2) to "good" (3.7). Furthermore, examination of the mean for the "causal rating" column led to the conclusion that West Virginia's overall progress was "mainly" attributable to the Regional Project (3.7).

(W. Va.) TABLE 8

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating[b]
	Pre[a]	Post[a]			
1. To establish at least one adult education staff development program in an institution of higher education in each state to reflect the geographic, racial and cultural needs of the region.	1.3	3.7	2.4	1st	3.9
2. To build staff development capability by increasing the number, scope, and quality of training resources within each state which will continue and expand after the completion of the three year project.	2.2	3.7	1.5	5th	3.6
3. To develop commitment to and methodology for the maintenance of an on-going plan incorporating a regional concept of staff development, and a continuous assessment of needs.	2.2	3.9	1.7	4th	3.9
4. To develop complimentary areas of expertise in adult education among participating programs, agencies and organizations; develop broad capabilities to implement coordination of staff development on both a regional and state-wide basis.	1.9	4.1	2.2	2nd	3.8
5. To provide readily accessible educational opportunities in local areas; establishing a highly trained base of local leadership in adult education, consonant with the racial and cultural composition of the area.	2.3	4.0	1.7	4th	3.7
6. To relate systematically to the total adult education community including: Professional training programs, CETP, WIN, MDTA, AMIDS, and inter-agency public and private programs.	2.9	3.9	0.9	7th	3.3

TABLE 8 (continued)

RANK OF OBJECTIVES ACCORDING TO DEGREE OF PROGRESS

OBJECTIVE	Status		Degree of Change	Rank Order	Causal Rating
	Pre	Post			
7. To enhance the status of adult education divisions within State Departments of Education, encouraging the direction of state and local funds into adult education staff development.	2.5	3.5	1.0	6th	3.6
8. To develop a training model based on the description of roles, functions, and tasks for all adult education staff.	2.3	4.3	2.0	3rd	3.7
$\bar{X}$ for all Objectives	2.2	3.7			3.7

a,b

See page 187 for codes

II PEER EVALUATION

A. Findings (General)

1. There appears to be generally good support for the concept of staff development.

2. Five of the seven activity objectives cited in the S.D. plan have been accomplished.

3. Plans for the future delivery of staff development activities have not been crystallized, as yet.

4. There appears to be different interpretations of the scope of adult education, particularly when comparing state-university personnel with local personnel. Local personnel tend to limit the scope to ABE.GED.

5. The total range of resources available for S.D. Activities have not been fully identified.

6. The cooperation between state and local adult education personnel appears to be good, and quite responsive to the needs of the various client groups served.

B. Findings (Specific)

1. ABE Supervisors

   a. There exists some role ambiguity--particularly as related to Community education.

   b. There exists some reluctance on the part of the supervisors to delegate authority-particularly in relation to administrative duties (finances, ordering supplies, attendance records).

   c. Staff development was not listed as one of the supervisor's responsibilities initially. Further exploration did indicate that the supervisors did in fact provide orientation sessions for new staff, and did provide training for immediate and pressing needs of the staff.

2. Marshall University

   a. There appears to be reasonably strong support of the position at the university.

   b. Some confusion exists as to the best possible way that the university can support the concept of S.D.

c. The university seems to be very responsive to S.D. (both in terms of credit and non-credit activities).

d. There appears to be role confusion about the professor's responsibilities as viewed by the professor and the department chairman.

e. The graduate program relies very heavily on the ABE/GED clientele-a situation which can affect both the quality and viability of the program.

f. Little program development time is available for the professor to explore new clienteles because of the heavy credit load currently carried.

3. State Department of Education

a. There appears to be mixed support for Marshall University's role in S.E. (both presently and in the future).

b. The organizational system does not provide for formal communication patterns between ABE/GED personnel and the other service area e.g. career ed., community ed. It should be noted that informal channels appear to be very effective.

c. The authority relationship between the ABE Supervisor, the Assistant Director (Postsecondary and Adult), and the Director, Administration and planning seemed confusing to the evaluation team. Possibly this is a function of the limited time spent exploring this aspect.

d. The state leadership seems to support the concept of S.D. and seems willing to explore various alternatives to providing quality activities to various adult education clienteles.

C. Recommendations

1. Develop a comprehensive Staff Development Plan to address issues such as:

a. The major objectives of the plan;
b. Types of clientele to be served;
c. Identification of specific needs for various clientele and the methods for determining these;
d. Identification of resources available with the state/region to provide S.D. services needed or requested;

e. Establishment of a mechanism for responding to requests for S.D., and for initiating S.D. activities.
f. Mechanism for developing a second level of resource personnel (teacher-trainers) to expand services and overcome geographic restrictions.

2. Promote closer coordination of all available resources within the state through systematic explorations with West Virginia University, COGS, Marshall University, West Virginia State, RESAs, county and local personnel, materials and services, and personnel from the State Department of Education.

3. Initiate an investigation into various alternatives to providing in-service training coordination for adult education personnel at all levels. This investigation should explore what functions are most crucual for coordination e.g., identification and cataloging of resources, assignment of resources based on requested or perceived training needs, carrying on the training, serving as in in-house consultant to the Department of Education.

4. Explore the feasibility of a certification program which provides many alternatives to assessing the needed competencies.

5. Develop a listing of basic competencies for teachers, supervisors, and other administrators for use as standards for certification.

6. Explore ways in which CEU's (Continuing Education Units) could be used in conjunction with non-credit activities of S.D.

7. Develop a contract with Marshall University in terms of specific activities and desired outcomes, where feasible.

8. Expansion of credit work in the "Eastern Panhandle" which could be provided by Marshall, or by mutual agreement with institutions of adjacent states.

9. Develop closer articulation between the State Department of Education components (particularly Community Education), which could help determine or suggest responsibilities for the ABE coordinators.

10. Change the title of the ABE Supervisors to Adult Education Supervisors which is more consistent with the federal legislation and with future responsibilities.

11. Provide specific management training to Supervisors to prepare them to handle existing responsibilities better and be prepared to assume different responsibilities in the future.

12. Explore the possibility of Supervisors working out of RESAs - advantages, disadvantages, etc.

13. Develop capabilities of local adult education personnel to assume or assist in the following areas: recruiting, general administration, career counseling, supervision, training, developing and evaluating curriculum which would free the area supervisors to assume higher priority responsibilities.

14. Provide S.D.training in the following additional areas for local adult education personnel e.g, counseling, identifying local resources, community education concept.

15. Provide developmental time for Marshall University professors to identify additional clientele who could profit from graduate training.

16. Support the opening of channels of communications within Marshall University to provide a means for the adult education professor to provide input to high-level administrators in the area of his expertise. This in-house consultant function is one uniquely suited to Dr. Shipp, and this service appears to be needed by Marshall University.

17. Provide moral support (SDE) to Marshall University establishment of a hard-line budget item for the adult education position.

18. Develop additional screening techniques for potential students in the graduate program to ensure a good mix of educators of adults from varied sponsors of adult education.

D. Summary of Peer Evaluation

Staff development in West Virginia is progressing well. A nucleus of dedicated personnel ensures that further progress will be made. With additional planning and careful attention to the implementation of that plan, the needs of the citizens of West Virginia will be met.

APPENDIX A

INSTRUMENT A -- EVALUATION OF OUTCOMES IN RELATIONSHIP TO STATED PROJECT OBJECTIVES

INSTRUMENT A - EVALUATION OF OUTCOMES IN RELATIONSHIP TO STATED PROJECT OBJECTIVES

STATE: _____

POSITION: ____ State Director, ____ Staff Development Specialist, ____ Other Adult Education SDE Personnel, ____ Higher Education Representative, ____ Local Education Agency, ____ Regional Project Central Staff, ____ Other (Specify) _____

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
1. The capability of the SDE to deliver S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
2. The capability of the SDE to develop long range plans for S.D.	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
3. The support of the SDE to a regional approach to S.D.	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
4. The SDE's understanding and clarity with regard to the regional project's intents and procedures	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
5. The SDE's awareness of S.D. resources available within the region	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PRO.						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
6. The SDE's extent of utilization of regional S.D. resources	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
7. The extent to which SDE S.D. activities are related to competency models (developed specifically for adult educators)	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
8. The quantity of SDE involvement with HEI's regarding SD activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
9. The quality of SDE involvement with HEI's regarding SD activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
10. The SDE's mechanisms for needs assessments regarding S.D.	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
11. The SDE's efforts to develop local S.D. expertise	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
12. The extent to which the SDE is cooperatively planning SD activities with non-school based agencies	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
13. The extent to which the SDE is cooperatively implementing SD activities with non-school based agencies	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
14. The extent to which the SDE is cooperatively evaluating SD activities with non-school based agencies	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
15. The status of adult education section within the total SDE context	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
16. The enrollments in SDE sponsored S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
17. The frequency and variety of SDE sponsored S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
18. The SDE's funding support from the federal level for adult programs	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
19. The SDE's funding support from the state level for adult programs	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
20. Extent to which persons not working in adult education have been exposed to the field of adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
21. Student enrollments in the general adult education programs sponsored by the SDE	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
22. Student enrollments in the ABE programs sponsored by the SDE	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
23. The number of FTE adult education teachers*	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	*Provide your definition of FTE.

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
972	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applicable	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
24. The number of FTE adult education counselors*	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	*Provide your definition of FTE
25. The number of FTE adult education administrators*	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	*Provide your definition of FTE
26. The number of FTE adult education aides*	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	*Provide your definition of FTE
27. The number of HEI's offering S.D. courses	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
28. The number of HEI's offering degrees in adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
29. The extent to which SDE sponsored S.D. activities are reflective of the cultural, economic, and racial characteristics of the state	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
30. The number of full-time adult education positions within the SDE	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applicable	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applicable	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
31. SDE plans or provisions for non-traditional approaches to meeting S.D. needs*	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	*Provide examples of non-traditional approaches.
32. The communication between the SDE, HEI's and local programs in the state regarding adult education staff development	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
33. The communication between the SDE's and HEI's within the region regarding adult education S.D.	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
34. The extent to which a functional planning and/ or advisory committee has been utilized by the SDE for adult educators S.D. purposes	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
35. The extent to which the SDE has engaged in an on-going review of the state plan for S.D.	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
36. The extent to which the state plan for S.D. has been adhered to and/or accomplished	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
37. The explicit plans or actions designed to orient the following audiences to the significance of adult education and S. D. activities:																					
a. school administrators	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
b. university deans	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
c. school board members	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
d. non-a.e. SDE staff	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
38. The provisions for incentives for participation in S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
39. The efforts made to identify and eliminate barriers to S.D. participation	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
40. The likelihood/certainty of there being a continu-																					

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
41. Clarification of the unique and complementary roles of the SDE, HEI, and S.D.S. in relation to staff development	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
42. The likelihood of the CEU concept being utilized in relation to S.D. participation	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
43. The extent to which matching contributions have been provided for by the cooperating HEI's	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
44. The commitment to supporting a permanent staff development specialist position	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
45. Commitment of the SDE to support HEI faculty positions for credit S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
46. Commitment of the SDE to support HEI faculty positions for non-credit S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
47. Commitment of the cooperating HEI's to support faculty for credit S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
48. Commitment of the cooperating HEI's to support faculty for non-credit S.D. activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
49. The proportion of the state "adult education dollar" being devoted to staff development	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
50. The HEI's responsiveness (quality) to the credit and degree needs of adult educators	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
51. The HEI's responsiveness (quantity) to the credit and degree needs of adult educators	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
52. The HEI's responsiveness (quality) to the non-credit (in-service) need of adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
53. The HEI's responsiveness (quantity) to the non-credit (in-service) needs of adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
54. The HEI representatives' role as a continuing on-call consultant	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
55. The enrollments in HEI graduate and/or undergraduate adult education credit courses	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
56. The enrollments in HEI graduate and undergraduate degree programs in adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
57. The quality of HEI credit courses and/or degree programs in adult educ.	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
58. The quality of non-credit SDE or HEI staff development activities	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

I. CRITERIA	II. PRE-PROJECT STATUS							III. CURRENT STATUS							IV. EXTENT TO WHICH THE CHANGE NOTED WAS DUE TO THE REGIONAL PROJECT						V. COMMENTS
	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Excellent	Good	Fair	Poor	Non-Exist.	Undecided	Non-Applic.	Solely Attributable	Mainly Attributable	Somewhat Attributable	Slightly Attributable	Unattributable	Non-Applic.	JUSTIFICATIONS/EXPLANATIONS/ REACTIONS (Please print)
	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
59. The quantity of dissemination of professional information and knowledge about adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	
60. The quality of dissemination of professional information and knowledge about adult education	5	4	3	2	1	0	N/A	5	4	3	2	1	0	N/A	5	4	3	2	1	N/A	

APPENDIX B

HIGHLIGHTS OF THE DATA ANALYSIS

HIGHLIGHTS OF THE DATA ANALYSIS

Each participant in the Staff Development Project completed a participant information form (see Table 1). The information from those forms was coded and fed into a computer for analysis. Frequency distributions and cross-tabulations of items by state of participant were then compiled. The following discussion, tables, and figures reflect the highlights of the data processing.

As seen in Table 2, most of the participants are teachers, both in their permanent and adult education positions. Participants from Washington, D.C. indicate the least number of years of experience and less time in their adult education positions; participants from West Virginia indicate the most experience and time.

Table 3 lists percentages of participants in each state serving various target groups. With the exception of participants from Delaware, "schools" is the largest target group listed. Delaware participants indicated "model cities" and "other institutions." A large number of West Virginia participants, in addition to listing "schools," specified "volunteer organizations" and "labs."

Figure 1 shows an interesting comparison between the percentage of participants serving correctional institutions and the percentages of total ABE students in correctional institutions for each state.[1] With the exception of Delaware participants, the figures match: the greater number of ABE students enrolled in programs conducted in correctional institutions, the larger the number of Staff Development Project participants serving that population group.

---

1. Enrollment figures taken from "A Target Population in Adult Education" published by the National Advisory Council on Adult Education, November 1974.

Of equal interest is the match of ethnic groups served by participants to census and target group figures. Tables 4 through 9 display ethnic information for each state: the percentage of the state population in each ethnic group; the percentage of all ABE students in each ethnic group; and the percentage of Staff Development Project participants indicating service to each ethnic group.[2] Generally, the tables show a good match between percentages of ethnic target groups for each state and the percentages of participants indicating that they serve the various groups. In most cases, the service percentages are higher than the target percentages.

Converting the data in those tables to graphs (Figures 2 through 7) gives a better picture of the match between ethnic groups served by participants the the census and ABE target group percentages. Since participants could indicate more than one ethnic grouping, a "relative percentage" was calculated by summing up all of the participant percentages for a particular state and calculating the percentage of that total for each ethnic group. Those relative percentages are shown in parentheses in Tables 4 through 9. The census, target, and relative percentages were then graphed.

Using the relative percentages as an indicator, inspection of the graphs reveals that the non-white groups are being served in proportion to the target percentages, particularly non-black, non-white groups.

---

2. Census and target group figures taken from "A Target Population in Adult Education" published by the National Advisory Council on Adult Education, November, 1974.

TABLE 1

REGION III ADULT EDUCATION STAFF DEVELOPMENT PROJECT

SAMPLE PARTICIPANT INFORMATION FORM

(Long Form)

YOUR NAME (first, middle initial, last)
Logue, Joseph R.

HOME ADDRESS (number, street, city, State, ZIP code)
Divine Word Missionaries, Girard, Pa. 16417

SOCIAL SECURITY NUMBER
210-20-7-43

HOME TELEPHONE (area code and number)
(814) 774-3702

SEX: X Male ____ Female **6. AGE** (Years) 46

TITLE OF YOUR PERMANENT FULL-TIME POSITION (teachers give level(s) and subject area(s))
Religious Education

BUSINESS ADDRESS (number, street, city, county, State, ZIP code)
E. Ridge Road, R.D. #2, Girard, Penna. 16417

BUSINESS PHONE (area code, number, extension)
(814) 774-3702

TITLE OF YOUR ADULT EDUCATION POSITION, IF DIFFERENT FROM #7.
Coordinator

ADDRESS OF A. E. AGENCY AT WHICH YOU ARE EMPLOYED IF DIFFERENT FROM #8.
Holy Cross Parish, Fairview, Pa.

BUSINESS PHONE — A. E. AGENCY (area code, number, extension)
(814) 474-3113

HOW MANY HOURS A WEEK DO YOU WORK IN ADULT EDUCATION? (check one below)

____ 1-10 ____ 11-20 ____ 21-30 X 31 or more

HOW LONG HAVE YOU SERVED IN YOUR PRESENT ADULT EDUCATION POSITION?

Years 5 and Months ____

SUMMARIZE YOUR YEARS OF EXPERIENCE IN A. E. PROGRAMS TO THE NEAREST HALF-YEAR (6 months):

	No. of Half Years
A. Teacher-Aide	4
B. Counselor	2
C. Teacher	
D. Teacher-Counselor	
E. Teacher-Media Specialist	
F. Teacher-Trainer	
G. Administrator	4
H. Other (Specify) ____	
Total Half-Years:	10

CHECK GEOGRAPHICAL AREA(S) YOU ARE NOW SERVING:

A. Appalachia ____
B. Urban ____
C. Suburban X
D. Rural ____
E. Other (Specify) ____

17. CHECK AE PROGRAM AREA(S) YOU ARE NOW SERVING:

A. Model Cities ____
B. Correctional Instructions ____
C. Other Institutions ____
D. Manpower Programs ____
E. Business/Industry ____
F. Public Schools ____
G. Migrant Workers ____
H. Voluntary Organizations ____
I. Neighborhood Centers ____
J. Full-Time Learning Lab/Center ____
K. Other (Specify) County Hospital

18. CHECK ETHNIC/RACIAL GROUP(S) YOU ARE NOW SERVING:

A. American Indian ____
B. Afro-American ____
C. Asian-American ____
D. Spanish and Spanish-Surnamed American X
E. Caucasian ____
F. Other (if different from A - E (Specify) ____

19. YOUR ETHNIC/RACIAL BACKGROUND (if combination, check all included):

A. ____ American Indian
B. ____ Afro-American
C. ____ Asian-American
D. ____ Spanish and Spanish Surnamed American
E. X Caucasian (other than Spanish surnamed)
F. ____ Other

20. YOUR ACADEMIC BACKGROUND (check last completed):

A. ____ Less Than High School Diploma
B. X High School Diploma or Equivalent
C. ____ Some College, Less Than Bachelor's Degree
D. ____ Bachelor's Degree. In A.E.? ____Yes ____No
E. ____ Master's Degree or Above. In A.E.? ____Yes ____No

21. ADULT EDUCATION STAFF DEVELOPMENT BACKGROUND
(Check items completed and fill in spaces following items checked):

A. X A.E. College Credit Courses: No. Courses____ Semester Hrs.____ Quarter Hrs.____

B. ____ Institutes: ____(No.) 4+ weeks ____(No.) 3 weeks ____(No.) 2 weeks, and College Credit, Yes____ No____

C. ____ Workshops (activities of 1 week or less duration): ____(No.) 1 week ____(No.) afternoon sessions ____Saturdays ____(No.) one-day/week for ____2-4 ____5-8 ____9-12 weeks

D. Conferences and Conventions: ____
(List ones attended during last two years)

RIBUTE COPIES BY COLORS: White and green copies to Region III AESD Project, C & I Division, University College, University of Maryland, ge Park, Md. 20742. Yellow to State Directors of Adult Education. Pink to organization conducting staff development activity. Goldenrod to ipant.

TABLE 2

SELECTED CHARACTERISTICS OF PARTICIPANTS BY STATE

STATE	Permanent Position (a)		A.E. Position (b)		Years In A.E. Position		Years Of A.E. Experience		Geographical Areas Served	
	Position	%	Position	%	Years	%	Years	%	Area	%
District of Columbia	Y.E. Adminis.	44.4	Teacher	55.7	0-1	67.1	0-1	55.6	Urban	74.1
	A.E. Teacher	11.6	Counselor	10.3	2-3	13.0	2-3	24.1	Suburban	0.9
					4+	19.9	4+	20.4	Rural	0.5
Delaware	Y.E. Teacher	25.6	Teacher	74.2	0-1	55.8	0-1	39.5	Urban	39.5
	A.E. Teacher	34.9	Counselor	9.7	2-3	20.9	2-3	34.9	Suburban	16.3
					4+	23.3	4+	25.6	Rural	16.3
Maryland	Y.E. Teacher	30.1	Teacher	86.2	0-1	47.0	0-1	34.7	Urban	17.8
	A.E. Teacher	16.0	Administrator	4.7	2-3	27.9	2-3	38.8	Suburban	49.7
					4+	25.1	4+	26.5	Rural	23.3
Pennsylvania	Y.E. Teacher	35.7	Teacher	60.3	0-1	32.4	0-1	27.0	Urban	32.8
	A.E. Teacher	14.2	Administrator	14.4	2-3	25.1	2-3	37.3	Suburban	30.6
					4+	42.5	4+	35.7	Rural	10.1
Virginia	Y.E. Teacher	42.9	Teacher	80.1	0-1	36.6	0-1	30.1	Urban	37.9
	A.E. Teacher	14.3	Administrator	10.5	2-3	23.4	2-3	38.4	Suburban	16.4
					4+	40.0	4+	31.4	Rural	23.6
West Virginia	A.E. Adminis.	29.5	Teacher	70.4	0-1	18.2	0-1	25.0	Urban	22.7
	A.E. Teacher	22.7	Administrator	26.0	2-3	29.5	2-3	36.4	Suburban	2.3
					4+	52.3	4+	38.6	Rural	25.0

(a) top two percentages
(b) top two percentages of those responding. Non-response: D.C. 63.7%; Delaware 27.9%; Maryland 13.7%; Pennsylvania 58.5%; Virginia 5.3%; and West Virginia 37.2%.
(c) Y.E. = Youth Education
(d) A.E. = Adult Education

TABLE 3 (a)

STUDENT SETTINGS SERVED BY PARTICIPANTS

	Model Cities	Correctional Institutions	Other Institutions	Manpower Programs	Industry	Schools	Migrant Workers	Volunteer Organizations	Neighborhoods	Laboratories
District of Columbia	6.0	3.7	6.9	16.7	4.6	34.3	0.9	4.6	8.8	6.5
Delaware	16.3	7.0	14.0	2.3	0	11.6	2.3	0	11.6	7.0
Maryland	1.4	3.2	6.4	5.0	8.7	57.5	0.9	5.0	12.8	5.9
Pennsylvania	7.4	18.3	16.1	6.8	5.4	55.0	3.0	6.5	10.1	7.4
Virginia	6.0	15.8	4.9	7.0	7.3	65.2	0.3	6.2	13.5	13.2
West Virginia	2.3	4.5	4.5	4.5	4.5	20.5	4.5	18.2	9.1	25.0

(a) percentages do not total 100%, since respondents could choose more than one category.

TABLE 4

PERCENTAGES OF ETHNIC GROUPS: Census, Enrollment, and Groups Served by Participants of Staff Development Project

DISTRICT OF COLUMBIA

	White	Black	Asian	Spanish	Indian	Other
1970 Census (a)	27.3	69.6	0.7	2.0	0.1	0.3
ABE Students (a)	1.5	73.0	1.0	No Info.	0	24.5
Staff Development Project (b)	33.3 (18.6)	88.4 (49.5)	11.6 (6.5)	29.6 (16.6)	7.4 (4.1)	8.3 (4.6)

(a) Total % approximately equal to 100% (off in some cases from rounding error)

(b) Total not equal to 100% since respondents had option of multiple choices; figures in parentheses reflect the "relative percentage" of each ethnic group, i.e., percentages (staff development project) summed, and each cell-figure converted to percentage of that sum.

TABLE 5

PERCENTAGES OF ETHNIC GROUPS: Census, Enrollment, and Groups Served by Participants of Staff Development Project

DELAWARE

	White	Black	Asian	Spanish	Indian	Other
1970 Census (a)	85.1	14.3	0.3	No Info.	0.1	0.2
ABE Students (a)	25.2	72.8	1.6	No Info.	0	0.3
Staff Development Project (b)	74.4 (31.4)	69.8 (29.4)	25.6 (10.8)	55.8 (23.5)	9.3 (3.9)	2.3 (1.0)

(a) Total % approximately equal to 100% (off in some cases from rounding error)

(b) Total not equal to 100% since respondents had option of multiple choices; figures in parentheses reflect the "relative percentage" of each ethnic group, i.e., percentages (staff development project) summed, and each cell-figure converted to percentage of that sum.

TABLE 6

PERCENTAGES OF ETHNIC GROUPS: Census, Enrollment, and Groups Served by Participants of Staff Development Project

MARYLAND

	White	Black	Asian	Spanish	Indian	Other
1970 Census (a)	80.5	17.6	0.4	1.3	0.1	0.1
ABE Students (a)	34.4	52.1	2.6	No Info.	0.5	10.4
Staff Development Project (b)	83.1 (35.5)	66.2 (28.3)	28.3 (12.1)	34.2 (14.6)	7.8 (3.4)	14.2 (6.1)

(a) Total % approximately equal to 100% (off in some cases from rounding error)

(b) Total not equal to 100% since respondents had option of multiple choices; figures in parentheses reflect the "relative percentage" of each ethnic group, i.e., percentages (staff development project) summed, and each cell-figure converted to percentage of that sum.

TABLE 7

PERCENTAGES OF ETHNIC GROUPS: Census, Enrollment, and Groups Served by Participants of Staff Development Project

PENNSYLVANIA

	White	Black	Asian	Spanish	Indian	Other
1970 Census (a)	90.8	8.6	0.2	0.4	0	0.1
ABE Students (a)	51.7	35.0	1.1	No Info	0	12.1
Staff Development Project (b)	85.6 (36.9)	64.9 (28.0)	28.9 (12.4)	41.7 (18.0)	5.7 (2.5)	5.4 (2.3)

(a) Total % approximately equal to 100% (off in some cases from rounding error)

(b) Total not equal to 100% since respondents had option of multiple choices; figures in parentheses reflect the "relative percentage" of each ethnic group, i.e., percentages (staff development project) summed, and each cell-figure converted to percentage of that sum.

TABLE 8

PERCENTAGES OF ETHNIC GROUPS: Census, Enrollment, and Groups Served by Participants of Staff Development Project

VIRGINIA

	White	Black	Asian	Spanish	Indian	Other
1970 Census (a)	80.3	18.3	0.3	1.0	0.1	0.1
ABE Students (a)	50.9	44.9	3.2	No Info.	0.1	0.9
Staff Development Project (b)	87.5 (36.9)	77.4 (32.7)	24.7 (10.4)	30.4 (12.8)	7.5 (3.2)	9.4 (4.0)

(a) Total % approximately equal to 100% (off in some cases from rounding error)

(b) Total not equal to 100% since respondents had option of multiple choices; figures in parentheses reflect the "relative percentage" of each ethnic group, i.e., percentages (staff development project) summed, and each cell-figure converted to percentage of that sum.

TABLE 9

PERCENTAGES OF ETHNIC GROUPS: Census, Enrollment, and Groups Served by Participants of Staff Development Project

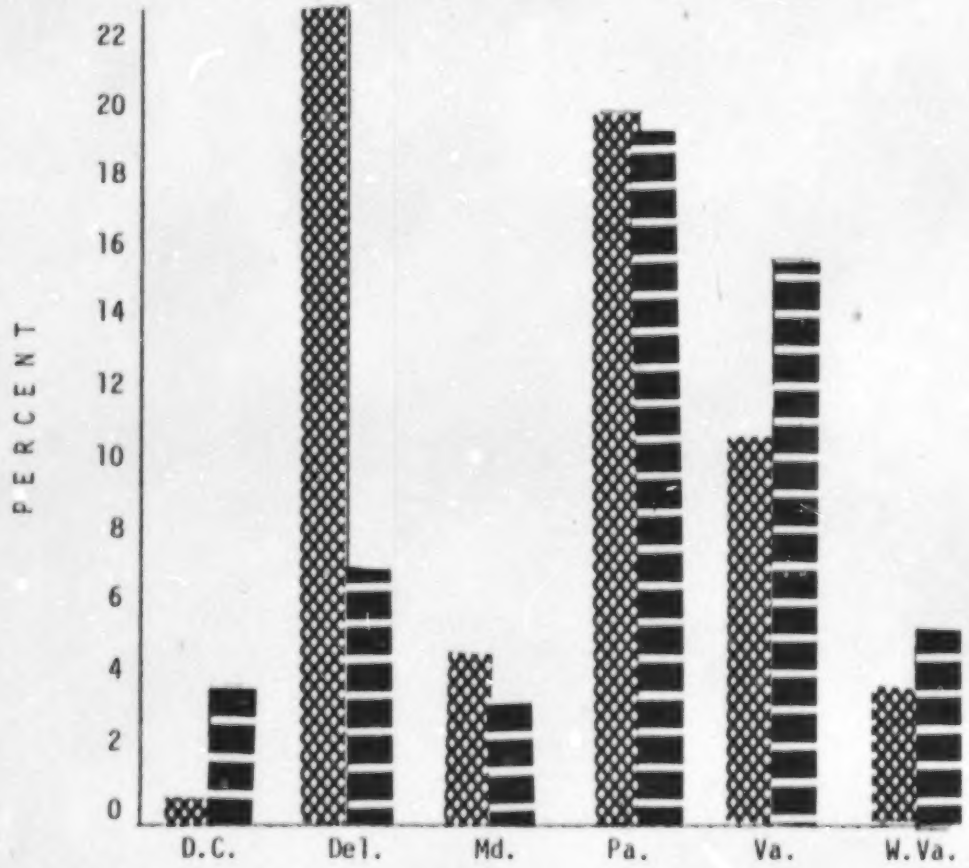
WEST VIRGINIA

	White	Black	Asian	Spanish	Indian	Other
1970 Census (a)	95.7	3.8	C.1	0.4	0	0
ABE Students (a)	86.8	12.1	0.5	No Info.	0	0
Staff Development Project (b)	95.5 (45.2)	70.5 (33.3)	25.0 (11.8)	13.6 (6.4)	6.8 (3.2)	0

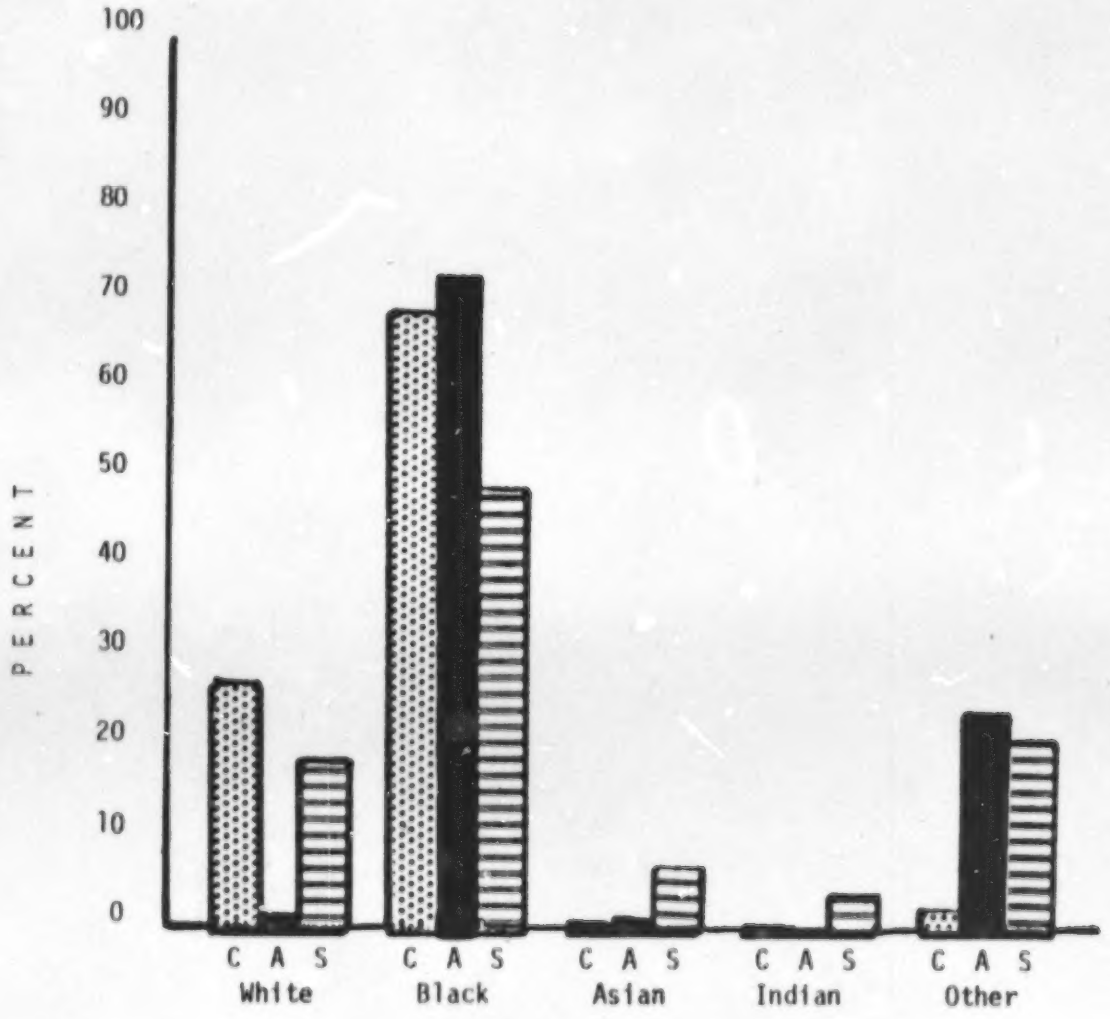
(a) Total % approximately equal to 100% (off in some cases from rounding error)

(b) Total not equal to 100% since respondents had option of multiple choices; figures in parentheses reflect the "relative percentage" of each ethnic group, i.e., percentages (staff development project) summed, and each cell-figure converted to percentage of that sum.

COMPARISON OF PERCENTAGES OF ABE STUDENTS IN CORRECTIONAL INSTITUTIONS AND PERCENTAGES OF PARTICIPANTS SERVING THEM

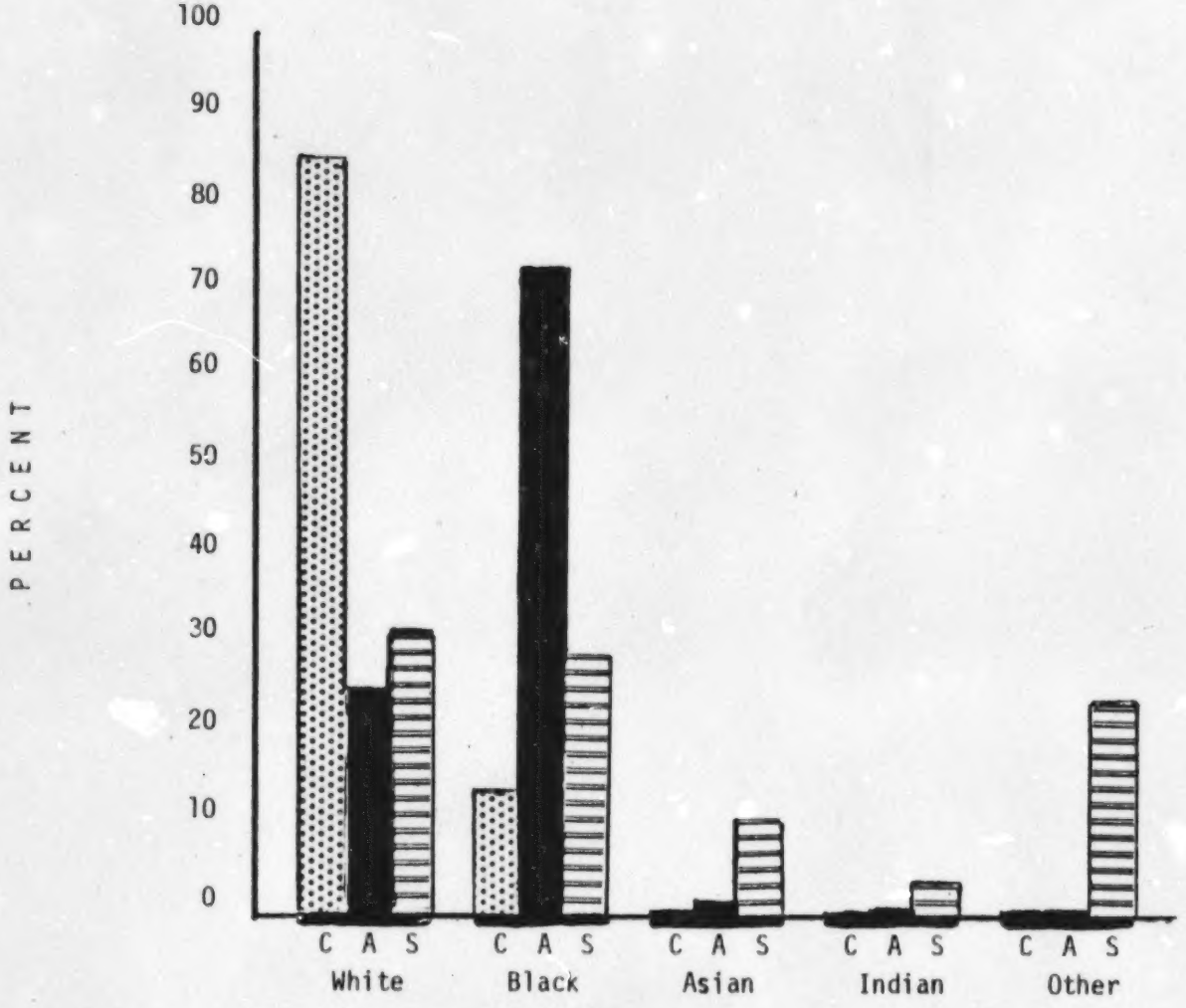


Comparison of Group Served by Project Participants With Census and ABE Enrollment Data for Each Ethnic Group: WASHINGTON, D.C.



c = 1970 census
a = ABE enrollment
s = Population served by participants of staff development project ("relative percentage")

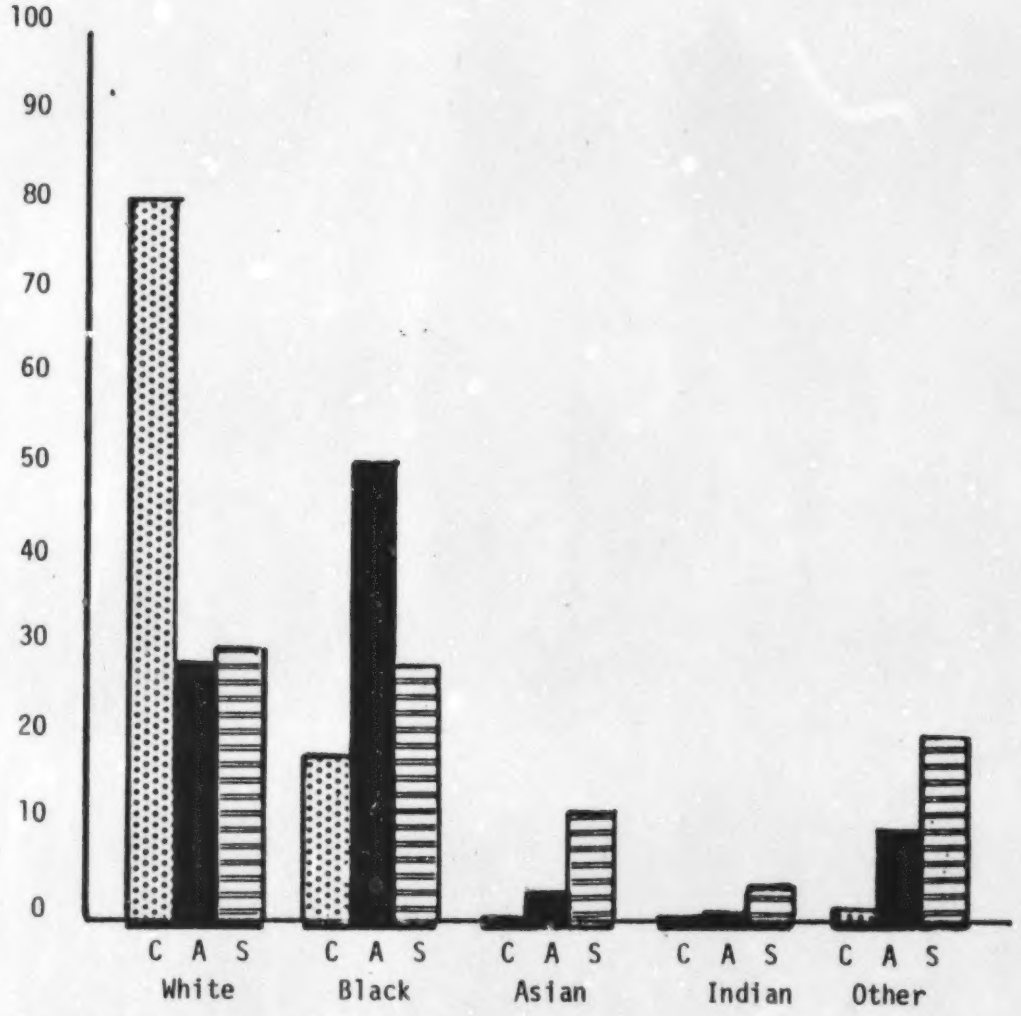
Comparison of Group Served by Project Participants With Census and ABE Enrollment Data for Each Ethnic Group: DELAWARE



c = 1970 census
a = ABE enrollment
s = Population served by participants of staff development project ("relative percentage")

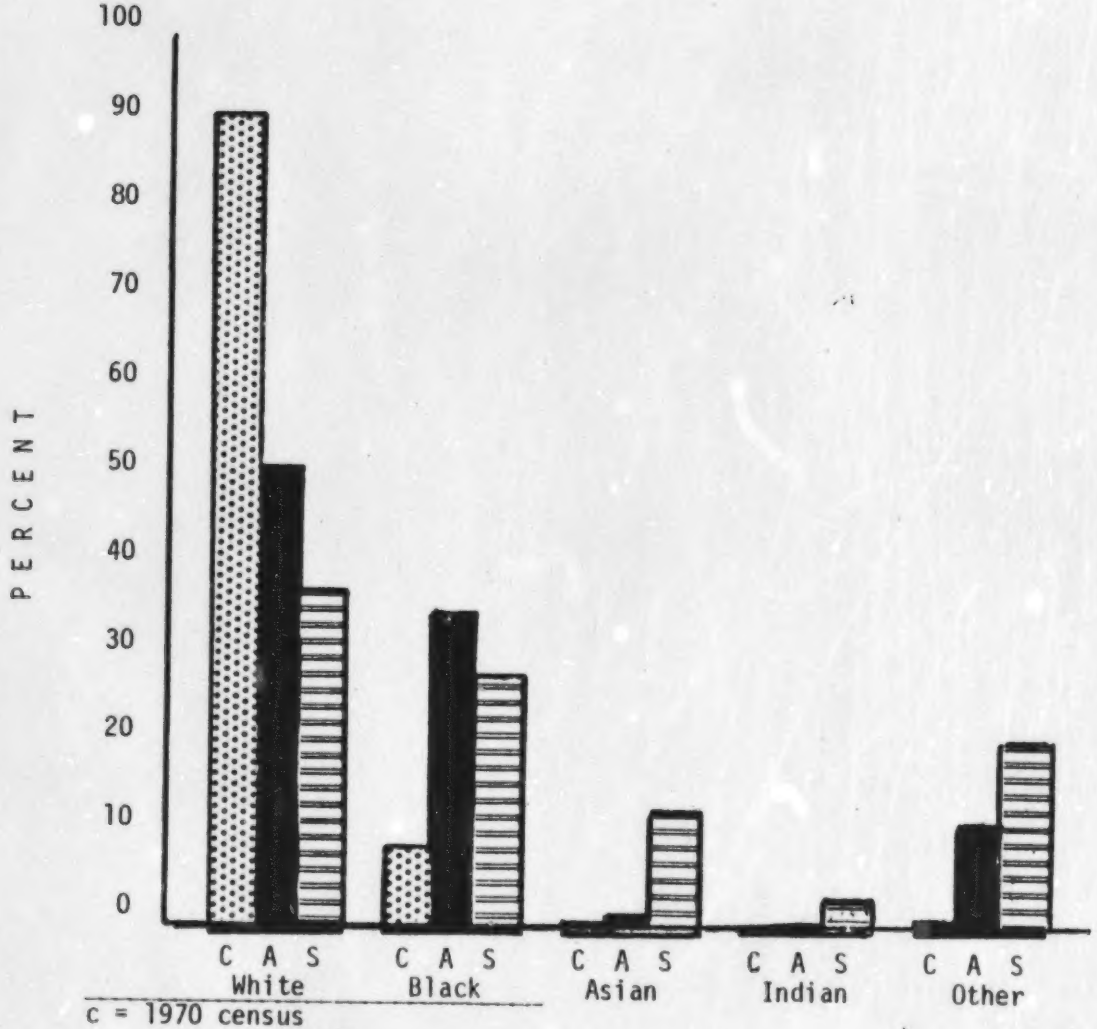
FIGURE 4

Comparison of Group Served by Project Participants With Census and ABE Enrollment Data for Each Ethnic Group: MARYLAND



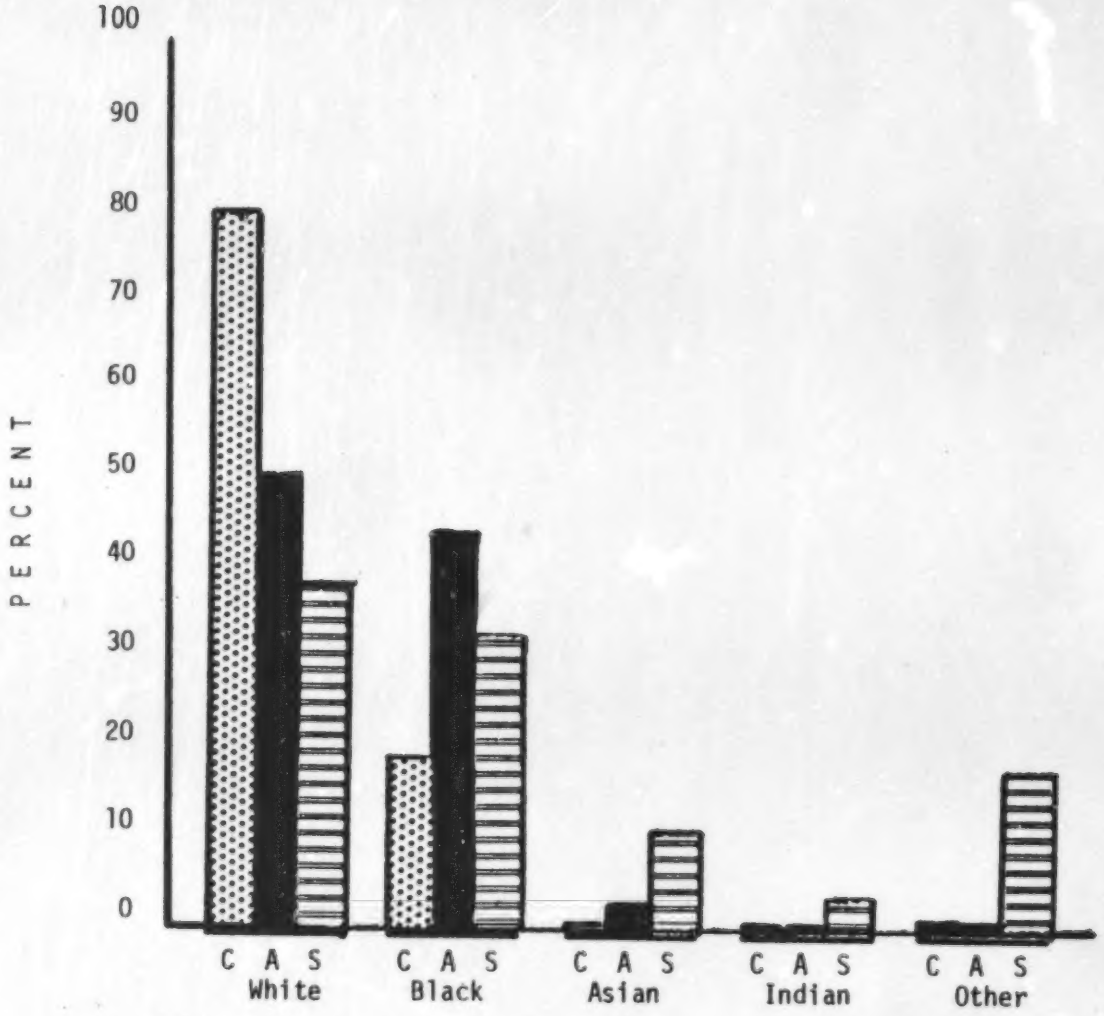
c = 1970 census
a = ABE enrollment
s = Population served by participants of staff development project ("relative percentage")

Comparison of Group Served by Project Participants With Census and ABE Enrollment Data for Each Ethnic Group: PENNSYLVANIA



c = 1970 census
a = ABE enrollment
s = Population served by participants of staff development project ("relative percentage")

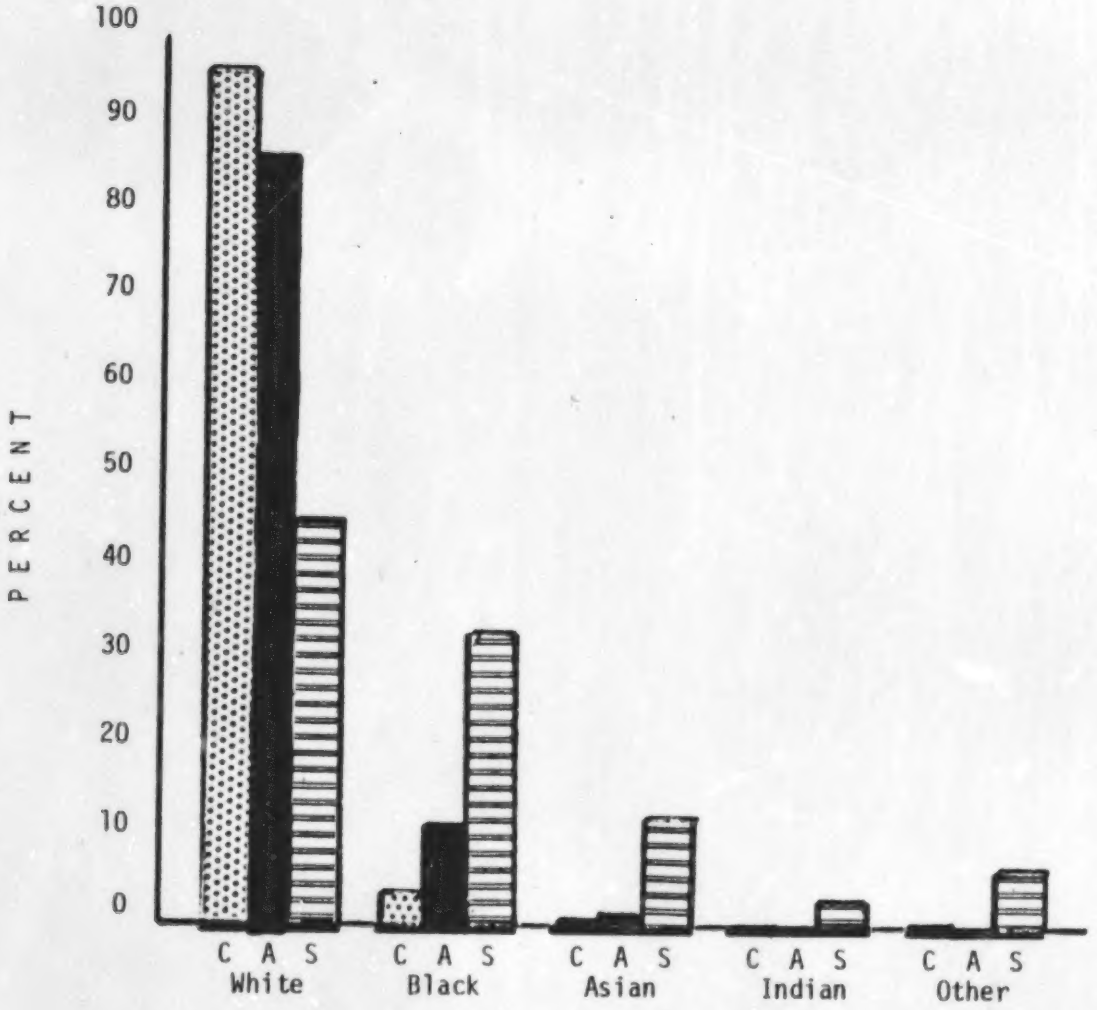
Comparison of Group Served by Project Participants With Census and ABE Enrollment Data for Each Ethnic Group: VIRGINIA



c = 1970 census
a = ABE enrollment
s = Population served by participants of staff development project ("relative percentage")

FIGURE 7

Comparison of Group Served by Project Participants With Census and ABE Enrollment Data for Each Ethnic Group: WEST VIRGINIA



c = 1970 census
a = ABE enrollment
s = Population served by participants of staff development project ("relative percentage")